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ABSTRACT

This third module, in a three module program, begins with a discussion of basic reference sources such as dictionaries, encyclopedias, almanacs, atlases, and periodical indexes. It then describes the uses of special Alaska resources such as Alaska Almanac, Alaska Blue Book, Milepost, Education Directory, AULS (Alaska Union List of Serials), and the ALN (Alaska Library Network) Catalog. Also included are the Fiction Catalog, High School Catalog, and other standard catalogs available in most libraries. Module III also examines useful search techniques and methods of analyzing reference questions to determine the type, category, or level of information needed. An example of a successful reference interview is presented on audiotape. Finally, this module discusses how to provide ready access to local, state, and national resources and the role that library systems and networks play in making more resources available to more people. Each unit has learning activities, self-tests, tests, and assignments. Answers to the self-tests are provided in the document. (THC)

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ED261705

Information Identification and Organization
Student Study Guide

MODULE III

INFORMATION TYPES AND SOURCES

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Written by
Boyd M. Bolvin, PhD
Rheba Dupras

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

INFORMATION IDENTIFICATION AND ORGANIZATION

INTRODUCTION

This course is organized into three modules of one credit each, which may be taken in any sequence. Each module consists of four or five units. Each unit has certain assignments and tests. You are to complete the assignments in a timely manner. Please follow the directions given in the student study guide. Some of the tests are self-tests, which you may take when you feel you are ready to do so, and which will show you immediately whether or not you have understood the material presented. Other tests and assignments will need to be mailed to your instructor, after you have completed them. Again, please follow the directions.

Audio teleconferences of approximately one hour in length will be scheduled with each module. The dates and the bridge number are included in your packet of materials. You are expected to participate in these teleconferences. During this hour, your instructor will be able to answer any questions about the course material and speak to any concerns you may have. Each instructor will also review any problem areas and introduce the following week's lesson during the teleconference.

In Module I, COLLECTION MANAGEMENT AND ADMINISTRATION, you will be introduced to circulation systems, records management, collection management, and interlibrary loans. You will find out about the capabilities and limitations of various types of circulation systems and how to **charge** and **discharge** materials. You will learn how to keep and use statistics; how to establish and maintain circulation, vertical, office and other files; how to prepare annual reports and fill out state grant forms; and how to maintain your collection of materials through proper selection and periodic weeding. You will also learn how to use Interlibrary Loan (ILL) forms for books, periodicals, films, and subject requests and how to use the Alaska Library Network (ALN) microfiche catalog for interlibrary loans. You also will learn how to use the **Alaska Union List of Serials (AULS)** and the **Alaska State Library Film/Video Catalog.** In addition, you will learn how to apply, and how to maintain eligibility, for state grants to public libraries.

Module II is concerned with the **ORGANIZATION OF INFORMATION AND MATERIALS.** In this module, you will examine the types of materials and services that are available in a Community Information Center or library. You will find out about the ways in which books and other materials are arranged and organized. You will learn what a catalog is and what basic information is found on a catalog card or bibliographic record--regardless of format. The information could be on a card, microfilm roll, or microfiche sheet. You will learn what is meant by "bibliographic records," and how to recognize author, title, and subject cards. You will learn how to develop a book purchase plan, based upon the needs of your community, and how to use journals and established lists to acquire, identify and organize library materials; how to select periodicals for your library; how to establish and become familiar with the uses of a periodical record file; and how to set up and use a library shelf list or inventory file. In addition, you will gain a working knowledge of the Alaska Library Network (ALN) and its multiple uses for Interlibrary Loan (ILL), reference, cataloging, and selecting library materials.

Module III, INFORMATION SOURCES--TYPES AND LOCATIONS, begins with a discussion of basic reference sources such as dictionaries, encyclopedias, almanacs, atlases, and periodical indexes. It then describes the uses of special Alaska resources such as **Alaska Almanac, Alaska Blue Book, Milepost, Education Directory, AULS,** and the **ALN Catalog.** Also included are the **Fiction Catalog, High School Catalog,** and other standard catalogs available in most libraries. Next, **Module III** examines useful search techniques. How to analyze a reference question to determine the type, catagory, or level of information, is explored; and a good example of a reference interview is presented on audio tape. Lastly, **Module III** discusses how to provide ready access to local, state, and national resources and the role that library systems and networks play in making more resources available to more people.

Pauline Gunter and Audrey Kolb are the instructors for Module I. Pauline is Assistant Professor of Library Science, Rasmuson Library, University of Alaska in Fairbanks; and Audrey is the Northern Region Coordinator for the Alaska State Library and is stationed in Fairbanks. Your instructor for Module II is Sharon West, Associate Professor of Library Science, Rasmuson Library, University of Alaska in Fairbanks. The instructor for Module III is Rheba Dupras, Assistant Professor of Library Science, Rasmuson Library, University of Alaska in Fairbanks. For the parts of this course on the "Identification and Organization of Information" for which they are responsible, these instructors will be available to answer your questions and to address any concerns you may have, during the scheduled audio teleconferences.

Now that you have been "introduced" to your instructors, let us also "introduce" you to sources of information which may be available for your use. You need to know the places people go for information in your community and what different kinds of information are located in each place. School libraries, public libraries, academic libraries, special libraries, health clinics, native corporations, and city offices are some of these sources of information.

In some communities, school and public libraries or public libraries and adult learning centers, have joined together to form Community Information Centers to meet more effectively the informational needs of the community. In others they operate as separate entities, providing materials and services to different groups of users.

School libraries were established to meet the learning needs of students and the instructional needs of teachers. Most of the materials purchased for these libraries are designed to support the school's curriculum. On the other hand, in public libraries, the collections of materials and the services provided are designed to meet the varied recreational interests, learning and informational needs of the general public. It is the interests of the people in the community which determine the collections in a public library. This type of library places more emphasis on general interest materials than does a school or academic library; and, it usually has a larger collection of fiction and popular periodicals for recreational reading. Since it serves a population from pre-school through the adult years, its collection is broad in scope. A good public library can be an excellent source for introductory material on nearly any research topic. Like the other types of libraries, the public library also has access to additional resources through the interlibrary loan process.

Academic libraries (university, community college, rural education) are similar to school libraries in that their materials and services must meet the educational needs of specific groups of learners. However, they differ from school libraries in that higher education students may be enrolled in graduate degree programs which require greater depth of information.

Special libraries maintain collections on particular subjects or fields and are usually run by organizations such as historical societies, corporations, social agencies, museums, and universities. Your community may or may not have one of these libraries. Special collections of materials also are available in health clinics, native corporations, and city offices.

How many of these sources of information are in your community? Have you tried to use all of them for your informational needs? Before you begin your first module, you are asked to investigate the information sources within your community to see what kinds of materials and services they have to offer.

First, read through the introductory assignment to see and understand what is being asked of you. After you have visited the information sources, you are to complete the assignment and mail it to your instructor who will evaluate what you have done and return the assignment to you.

Once you have completed and mailed the assignment, you are ready to begin the module for which you have registered. Please read and follow the directions carefully. Remember, if you have questions or problems with the module, be sure to discuss them with your instructor during the scheduled audio teleconferences.

As you proceed through this course on **INFORMATION: IDENTIFICATION AND ORGANIZATION**, you will learn more about sources of information within a community and the interrelationships between providers and users, and you will find that you will be better prepared to solve the informational needs of the people in your community. **GOOD LUCK!!**

ASSIGNMENT:

Please answer these questions on a separate paper.

A. Visit the libraries within your community. For each, provide the following information:

1. What is the name of the library?
2. Describe the physical facility. Include a drawing of the floor plan, if a copy is available.
3. Where are the reference books located?
4. Identify the location of the different types of books. If possible, include a diagram showing how the books are organized.
5. Describe the collection and how it is indexed.
6. List the different types of materials available.
7. List the types of equipment available.
8. Does the library loan materials to its users? If so, how are the circulation records kept?
9. Are Interlibrary Loan (ILL) and other special services provided? If so, please explain.

B. Visit all of the following public agencies that are located in your community: native corporations, city offices, legal services, health clinic, tribal council, and rural education center. For each, answer the following questions:

1. What types of materials are available (books, periodicals, newspapers, pamphlets, films, audio tapes, etc.)?
2. Describe the collections of materials (in question 1 above) and how they are organized.

3. Are materials loaned to the general public? If so, how are the records kept?

4. What types of equipment are available? Can the general public borrow any of this equipment?

C. Are there other information sources within your community not covered under questions A and B above? If so, please list these and describe the available services and materials.

D. After you have visited the various information sources within your community and have provided the information requested above, mail this assignment to your instructor who will evaluate what you have done and return the assignment to you, with comments, as soon as possible.

NOW YOU ARE READY TO START THE FIRST MODULE FOR WHICH YOU HAVE REGISTERED.

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Pauline Gunter, principal investigator.

Written by Boyd M. Bolvin, PhD

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10506 Wauna Street S.W.
Tacoma, Washington 98498
(206) 582-5838/383-2260

INFORMATION IDENTIFICATION AND ORGANIZATION

MODULE III
INFORMATION TYPES AND SOURCES

OVERVIEW:

The types of questions asked at community information centers and the reference sources needed in a reference collection to answer these questions are covered in this module. You will also be introduced to specific search techniques to use in helping library users with reference needs, and you will have an opportunity to examine what constitutes a good reference interview. In addition, you will learn about ways to access local, state, and national resources.

LEARNING OBJECTIVES:

After completing this module, you should be able to:

1. Use established lists or "standard catalogs" to identify library materials.

2. Explain how to use interlibrary loan (ILL) for reference requests.

3. Explain how to use the Alaska Library Network (ALN) Catalog for reference purposes.

4. Answer questions using basic reference sources such as dictionaries, encyclopedias, almanacs, atlases, and periodical indexes.

5. Explain the many uses of Alaskan reference sources such as Alaska Almanac, Alaska Blue Book, and Milepost.

6. Analyze a reference question to determine the type, category, or level of information needed.

TEXTBOOK:

The textbook for Module III is:

Bloomberg, Marty. Introduction to Public Services for Library Technicians. Third edition. Littleton, Colorado: Libraries Unlimited, Inc., 1981.

UNIT I: TYPES OF QUESTIONS ASKED AT COMMUNITY INFORMATION CENTERS (CIC)

CHECKLIST FOR UNIT I:

Check off this learning activity as you complete it. Both parts need to be completed before you take the Unit Test.

			DATE COMPLETED
Learning Activity One:	A _____	B _____	_____

LEARNING ACTIVITY ONE:

A. Read the following information about the types of questions asked at the reference or information desks in a community information center or library:

At community information centers, librarians or community information specialists are asked questions about many topics and questions which express many information needs. These may include questions about current events and issues, questions relating to school assignments, questions about the history of an area or region, requests for particular reports or studies which have been written, or requests for something interesting to read. The following are some typical reference questions: "Do you have any information on reindeer herding?" "Do you have an address for X company? I want to write them a letter of complaint." "Do you have any of the studies done for the proposed natural gas pipeline?" "Do you have any good books on Mexico?" "What information do you have on economic forecasts for Alaska?" "What government agency is responsible for the land disposal program?"

The types of questions asked in a community information center fall into three major categories: (1) directional questions; (2) ready reference questions; and (3) research questions. Directional questions may be answered by directing the library user to a particular place. "Where is the card catalog? Where may I find the reference section? Where is the pencil sharpener? Ready reference questions have factual answers which usually can be located quickly in stndard reference sources or in the card catalog. "What is the capital of Argentina?" "What is the population of Alaska?" "What books do you have by John Updike?" "Who holds the record in baseball for the most consecutive hits?" are examples of ready reference questions. Research questions involve quite a bit of searching to find an answer and may require checking several different types of reference sources. Sometimes they are best answered by the questioner's own interpretation and analysis of a variety of evidence or opinion. "What do you have on the major objectives of Socialism and its growth and development in the world?" "What was Project Chariot and did it have any significance?" are examples of research questions.

It is possible to catagorize reference questions in other ways. A fourth possible type of question is the reader's advisory question. With this type of question, the librarian is asked to recommend some reading material about a topic; for example, "Can you recommend any good books about John F. Kennedy?" These questions may be answered from your own experience, from standard selective book catalogs such as the Public Library Catalog, or from book reviews in periodicals.

Learning to analyze questions and to fit them into the categories described above can be useful in two ways. Primarily it helps you to anticipate the kind of information needed for an answer, which also helps you to choose reference sources to check. (These activities are covered more thoroughly in Units II and III.) Secondarily, if you keep statistics on how many questions are asked in your community information center, categorizing them can help to show how you use some of your time. For instance, it probably takes more time and thought to help with three research questions than to answer ten directional questions. It will also show some of the use which is made of your community information center.

When attempting to answer reference questions, you should remember to treat each question and questioner with respect and sensitivity. However, it is wise to establish a policy regarding how much work it is appropriate to do to answer any question. Some community information specialists will not compile bibliographies or do translations. Some put a time limit on answering questions; for example, no more than one hour. The issues to consider when setting such a policy are how you can manage your time to give good service with <u>all</u> the community information center functions, along with how much to do for library users in relation to how much to help them do for themselves.

We will now examine some of the types of questions asked at community information centers. Each will be placed in one of the three categories listed above, and we will suggest a reference source, or sources, to use in answering the question.

DIRECTIONAL QUESTIONS:

Do you have a stapler?

> This question should be interpreted as "Do you have a stapler I may borrow, and if so, where is it?" It can be answered by your own knowledge of your office supplies.

Where are your newspapers?

> On the surface, this may be answered by directing the user to your newspapers. You should follow-up by making sure you subscribe to the newspaper which the user

needs, and by determining whether he/she needs the current issue or an older issue. "Do you have the Nome Nugget from December 1977?" may be the underlying question here, which really is a ready reference question to be answered by your list of serials or newspapers.

READY REFERENCE QUESTIONS:

What is the zip code for Prudhoe Bay?

This has a definite factual answer which can be found in the Zip Code Directory from the U.S. Postal Service and also in the Alaska Almanac. If you have neither of these, you may contact the closest post office.

What is the correct spelling of "calligraphy?"

Again, this has a definite factual answer, and it can be found in most English dictionaries. It helps if you start looking it up under "c," not "k!"

How long is the Great Wall of China and when was it built?

This can be answered by many encyclopedias, including the Encyclopedia Americana and the one volume New Columbia Encyclopedia. It is partially answered also in the Information Please Almanac. Remember to look it up both under "Great Wall" and under "China." Varying reference books do listit differently. Also, the completeness of information varies between these reference books, especially with regard to when it was built and repaired.

Do you have a map of Central America? I'd like to know where Nicaragua, El Salvador, etc. are.

This can be answered by most atlases which are relatively current. It also may be answered by encyclopedias which include maps.

RESEARCH QUESTIONS:

Where may I find something about the gossamer albatross?

It is imperative that you ask this user some more questions to determine <u>what</u> it was or is (it's not a bird; it's a self-propelled aircraft) and <u>when</u> it was used (probably sometime in the 1970's or early 1980's). It also would be helpful to know whether it was written about in national newspapers or magazines. The most likely sources of information are general periodical indexes, newspaper indexes, and any periodical indexes which cover applied sciences or aeronautics.

Do you have anything about crime in the United States?

It is important to find out what this user expects: statistics, projections, historical summaries, analyses, emphasis on particular types of crime, etc. Some statistics will be found in the Statistical Abstract of the United States, which will include references to its source material. Other information should be gathered from books and periodical articles, and the questioner should select which ones he/she feels are most useful.

B. Read Chapter 5, "REFERENCE SERVICES," pages 87-96, and Chapter 8, "REFERENCE WORK: Footnotes and Bibliography Entries," pages 127-134, in your textbook, **Introduction to Public Services for Library Technicians.** Chapter 5 contains information related to what you have read in part A, and Chapter 8 contains useful descriptions of the information contained in bibliographies and footnotes. It is important for the community information specialist to know how to interpret citations like these in order to help users look for books, articles, and other types of publications.

TEST FOR UNIT I:

Write your answers on separate paper and mail them to your instructor. Be sure to put your name on each sheet of paper.

Read the following sample reference questions and fit each into one of the three main categories explained in Unit I, Learning Activity One A: directional, ready reference, or research. For each of your answers, also write an explanation of why you chose that category and mention any problems you see with the question or any further information which would be helpful in answering it. You will be graded upon this explanation of your rationale.

1. Who wrote Megatrends? Do you have it?

2. Where are your magazines about Alaska?

3. What department should I call in order to get a business license?

4. How much salt is there in a loaf of commercially baked bread?

5. Can you get this for me? Carpenter, E. S. "The Eskimo artist," in Otten, Charlotte Marie, Anthropology and art. Garden City, N.Y.: Natural History Press, 1971.

6. I need a picture of a dall sheep for my son to trace for a school project. Can you help me find one?

7. I'm going to testify at a hearing on the limited entry fishing regulations. Where can I get some information to help me prepare?

8. What do the numbers mean in this citation? Alaska's new pioneer families. I. Groller. il Parents 54: 53-7 Sept. 1979.

UNIT II: INFORMATION SOURCES

CHECKLIST FOR UNIT II:

Check off the following activities as you complete them. They all need to be completed before you take the Unit Test.

			DATE COMPLETED
Learning Activity One:	A _____	B _____	_____
Learning Activity Two:	_____		_____
Learning Activity Three:	A _____	B _____	_____
	C _____	D _____	
Learning Activity Four:	A _____	B _____	_____
	C _____	D _____	
Learning Activity Five:	A _____	B _____	_____
	C _____		
Learning Activity Six:	A _____	B _____	_____
	C _____		
Learning Activity Seven:	A _____	B _____	_____
Learning Activity Eight:	A _____	B _____	_____
	C _____		
Learning Activity Nine:	A _____	B _____	_____

LEARNING ACTIVITY ONE:

A. Read Chapter 9, "REFERENCE MATERIALS," pages 135-139, and the introduction of Chapter 10, "REFERENCE MATERIALS: Almanacs and Yearbooks," page 141 only, in your textbook, Introduction to Public Services for Library Technicians, for a good introduction to the reference collection, the various types of reference materials, and how to select reference materials for your community information center.

B. Read the following additional information about the reference collection and reference materials.

The reference collection in the library serves three basic purposes: (1) it provides factual information; (2) it provides background and summary information; and (3) it serves as a guide to additional sources of information. In most community information centers, materials in the reference collection do not circulate; they must be used in the center. The reasons for this are that reference books are generally referred to, rather than read all the way through, and because many reference books are in high demand.

Before trying to use a reference book for the first time, it is helpful to look it over carefully. Although reference books are similar in nature, each title has its own distinctive content and arrangement. Taking a little time at first to familiarize yourself with any reference book will make it so much easier to locate specific information in it.

In examining a particular reference book, pay special attention to its arrangement and explanation. See if the book is arranged alphabetically by subject, or chronologically, or in some other way. Look to see if it has a Table of Contents and/or Index. Look also for one or more pages of explanation. Most reference books begin with a description of what the book contains and an explanation of how to use it. It is important to know if symbols and abbreviations are being used and how to decode them. If necessary, read the explanations, carefully.

The following learning activities cover several types of reference books and the information they provide. These reference books are major resources for answering ready reference questions, and frequently they serve as beginning points in helping with research questions.

LEARNING ACTIVITY TWO:

View the slide-tape presentation for Module III to get an audiovisual introduction to information types and sources.

LEARNING ACTIVITY THREE:

A. Read Chapter 11, "REFERENCE MATERIALS: Dictionaries," pages 145-148, and Chapter 12, "REFERENCE MATERIALS: General Encyclopedias," pages 149-151 in your textbook, to gain an understanding of the two most popular and probably most-used types of reference sources.

B. Read the following additional information about dictionaries and encyclopedias:

DICTIONARIES

Dictionaries are reference books containing alphabetically-arranged words and phrases (including proper names) with information about usage, pronunciation, and meaning. They also are useful for identifying things, people, places, and some historic events.

There are many types of dictionaries. The information available in a particular type of dictionary is determined by the emphasis of the work. Most dictionaries fall into five main categories: general, special, subject, historical, and foreign language.

General Dictionaries

The most commonly used dictionaries are general ones. These provide most of the following information about words in the English language: meaning, spelling, pronunciation, and syllabication.

General dictionaries are of two types: (1) unabridged, and (2) college or desk. Unabridged dictionaries are those with a large number of entries or words, usually more than 250,000. On the other hand, college or desk dictionaries, sometimes referred to as abridged, are usually smaller in physical size and have fewer entries than an unabridged dictionary. It should be noted, however, that the distinction between unabridged and abridged dictionaries is sometimes blurred.

Many general dictionaries have unique features that set them apart from other dictionaries of the same type. For example, **The American Heritage Dictionary of the English Language** is illustrated with photographs, drawings, maps and diagrams; while **Webster's New Collegiate Dictionary** includes a list of colleges and universities, a short style manual, and a list of frequently used foreign words following the regular dictionary entries. Other examples of general dictionaries are: **Random House Dictionary of the English Language** and **Webster's Third New International Dictionary.** If only one unabridged dictionary can be provided in a reference collection, it should be the latter (**Webster's Third New International Dictionary**). It is newer, for example, than **Webster's New International Dictionary of the English Language, Second edition**, and it has been edited according to a more liberal policy to include more slang and non-standard usage of words. It also has many new English words not included in the second edition of **Webster's New International Dictionary of the English Language.**

Special Dictionaries

Special dictionaries provide information about the particular use or relationship of words in the English language, including usage, slang, synonyms, antonyms, rhyming words, abbreviations, and quotations. Some examples are:

Roget's International Thesaurus. 4th ed. New York: Crowell, 1977.

Webster's New Dictionary of Synonyms. Springfield, MA: G. & C. Merriam, 1980.

Wentworth, Harold, and Stuart Berg Flexner, eds. Dictionary of American Slang. 2d supplemented ed. New York: Crowell, 1975.

Partridge, Eric. Dictionary of Slang and Unconventional English. 7th ed., rev., and enl. London: Routledge and Kegan Paul, 1970. 2 vols.

De Sola, Ralph. Abbreviations Dictionary. New International 5th ed. New York: Elsevier North Holland, 1978.

Fowler, Henry Watson. A Dictionary of Modern English Usage. 2d ed. rev. Oxford: Clarendon Press, 1965.

Follett, Wilson. Modern American Usage. New York: Warner Paperback Library, 1974.

Subject Dictionaries

Many fields of study use terminology that is not part of the general vocabulary. In addition, in some fields of study, common terminology may be used with specialized meanings. Frequently, the specialized meanings of terms, especially technical terms, do not appear in general dictionaries. Subject dictionaries define these specialized words, terms, and "jargon." In these dictionaries the definitionsare usually more detailed than they are in the general dictionaries. Often these dictionaries can be used to find basic information on a subject, similar to the information in an encyclopedia. When doing research in a particular subject area, consulting a subject dictionary may be essential in order to understand properly, and to use, the terminology of that field.

Some examples of subject dictionaries are the following:

Mayer, Ralph. A Dictionary of Art Terms and Techniques. New York: Barnes & Noble, 1981.

Gould, Julius and William L. Kolb. A Dictionary of the Social Sciences. New York: Free Press, 1964.

Apel, Willi. Harvard Dictionary of Music. 2d ed. Cambridge, MA: Harvard University Press, 1969.

Black, Henry Campbell. Black's Law Dictionary. 5th ed. St. Paul MN: West Publishing Co., 1979.

Spencer, Donald D. Computer Dictionary for Everyone. New York: Scribner, 1979.

Durrenberger, Robert W. Dictionary of the Environmental Sciences. Palo Alto, CA: National Press Books, 1973.

James, Glenn and Robert James. Mathematics Dictionary. 4th ed. New York: Van Nostrand Reinhold, 1976.

Black's Medical Dictionary. 31st ed. New York: Barnes and Noble, 1976.

Historical Dictionaries

The purpose of historical dictionaries is to trace the origin and development (referred to as the etymology) of words from their introduction to their present day use. The definitive and most scholarly historical dictionary is The Oxford English Dictionary, commonly referred to as the OED. It gives the history of the meanings of English words from the middle of the twelfth century, with examples of their use from English literature. A complex reference work, the OED is a multi-volume work with supplements. Shortened versions are available, and smaller libraries usually purchase a shortened edition. When using the OED, you should read the introduction and explanations of abbreviations carefully.

Foreign Language Dictionaries

Foreign language dictionaries may be used to translate words from one language to another or may be solely in a foreign language. Some examples are:

Oxford-Duden Pictorial German-English Dictionary. New York: Oxford University Press, 1980.

Cassell's Spanish Dictionary: Spanish-English, English-Spanish. New York: Macmillan, 1977.

Cassell's French Dictionary. New York: Macmillan, 1977.

The Oxford English-Arabic Dictionary of Current Usage. New York: Oxford University Press, 1972.

Cassell's Latin Dictionary: Latin-English, English-Latin. New York: Macmillan, 1977.

There are, of course, general, special, and subject dictionaries for most foreign languages. There are also special bilingual dictionaries. An example is Mark's New French-English Dictionary of Slang and Colloquialisms. Most library users are interested in using bilingual dictionaries for translating purposes.

ENCYCLOPEDIAS

Encyclopedias provide background or summary information, and they are also useful for identifying people, places, events, and ideas. If you just want an introduction to a topic, encyclopedias can be very helpful. Encyclopedias are most useful for defining and describing a topic and providing background information prior to beginning research. Encyclopedia articles are often written by an authority in the field whose name, when checked in the card catalog, might provide leads to further information. Many encyclopedia articles are followed by selective reading lists.

Most encyclopedias are arranged in alphabetical order by subject. An index is usually included to direct the user to information not covered by the subject headings used in the alphabetical sequence. The index is often a separate volume. When using an encyclopedia, you should be sure to use the index and any cross references.

Encyclopedias may be either multi-volume or single volume works. Multi-volume encyclopedias, of course, provide more comprehensive coverage than single volume works.

There are three kinds of encyclopedias: general, subject, and national. Many foreign language encyclopedias are also published and may be any of the three types.

General Encyclopedias

General encyclopedias contain definitions and descriptions of subjects in all fields of knowledge. They provide information on almost anything, and the information is well-summarized. **Encyclopaedia Britannica** is considered one of the more scholarly general encyclopedias. It is useful for obtaining long articles on subjects in which current information is not essential. **Encyclopaedia Britannica** also publishes the **Book of the Year**, which helps to update selected information in the main volumes of this encyclopedia. **Encyclopedia Americana** is especialy useful for articles on American places, organizations, and institutions. Like most other encyclopedias, the **Americana** has adoped the policy of "continuous revision," rather than issuing a new edition every five years. Continuous revision means that each year selected articles are revised and updated, but the entire encyclopedia may not be revised for many years. **Collier's Encyclopedia, Chamber's Encyclopedia,** and the **Columbia Encyclopedia** are other examples of general encyclopedias.

Subject Encyclopedias

There are numerous encyclopedias which specialize in particular subject areas. They contain articles which are more technical and written in greater depth than those found in general encyclopedias. Thus, if more detailed information is needed on a topic, they can prove to be more useful than a general encyclopedia.

Subject encyclopedias can be further divided into those which encompass several related disciplines such as the International Encyclopedia of the Social Sciences or the McGraw-Hill Encyclopedia of Science and Technology, and those which cover a narrow subject such as the Encyclopedia of the American Revolution. Some of these subject encyclopedias may have the words "dictionary" or "history" in their titles, but they really should be called "encyclopedias" based on their content and organization.

Some other examples of subject encyclopedias are the following:

Encyclopedia of Philosophy
Encyclopedia of Anthropology
Encyclopedia of World Art
Encyclopedia of Management
Encyclopedia of Chemistry
Encyclopedia of Computer Science
Encyclopedia of Education
Afro-American Encyclopedia
Cassell's Encyclopedia of World Literature
Grove's Dictionary of Music and Musicians
New Dictionary of Physics.

National Encyclopedias

National encyclopedias, such as the Encyclopedia Canadiana and the Korean Encyclopedia, summarize the culture of a country and are usually published under governmental auspices. They are sometimes called "specialized viewpoint encyclopedias," since they cover a wide range of topics from a particular viewpoint. Whether an encyclopedia can be considered a specialized viewpoint encyclopedia often depends upon one's frame of reference. In the United States, a general French encyclopedia is a specialized viewpoint encyclopedia; in France, however, the Encyclopedia Americana would be a specialized viewpoint encyclopedia. Other examples of national or specialized viewpoint encyclopedias are The Great Soviet Encyclopedia, Grand Larousse Encyclopedia, and The New Catholic Encyclopedia.

General, subject, and national (or specialized viewpoint) encyclopedias are also published in languages other than English. Some foreign language encyclopedias are among the best ever produced and can provide statistical information, bibliographic citations, illustrations, and biographical facts and data not included in other encyclopedias. This type of information is often useful even when you cannot read the language. A notable example of such a foreign language encyclopedia is the Grand Larousse Encyclopedia mentioned above.

C. Read the following information about one specific dictionary and one specific encyclopedia.

American Heritage Dictionary. Second College Edition. Boston: Houghton-Mifflin Company, 1982.

This second edition is the first complete revision of the American Heritage Dictionary, which was first published in 1969. More than 10,000 new general vocabulary words and meanings and more than 5,000 new scientific and technical terms have been included. Many of these new words and terms are a result of the unprecedented growth of technology since the first edition was published--growth probably best exemplified by the computer field.

New features of the second edition include:

(1) Separate biographical and geographical sections, with entries that are presented in a new format which is liberally illustrated with pictures and maps.

(2) Addresses of colleges and universities

(3) A section on abbreviations used; and

(4) A concise style manual.

Four interesting articles have been included: Language, Culture, and the American Heritage; Usage and Acceptability in Language; English and Good English; and The Mathematics of Language.

Also included in this second edition are the following:

(1) A Guide to the Dictionary, which explains the devices and techniques used in compiling the dictionary. These are designed to assist the user in locating specific information within an entry that may be of greatest interest to him/her.

(2) A Pronunciation Key to words contained in the American Heritage Dictionary. This page also contains symbols from the International Phonetic Alphabet, which is widely used by scholars.

The World Book Encyclopedia. Chicago: World Book, Inc., 1983.

Designed specifically to meet the general reference and study needs of students in elementary, junior high, and high schools, The World Book Encyclopedia also serves as a general family reference tool. It is one of the most current and reliable encyclopedias, containing excellent illustrative materials and providing comprehensive coverage and well-balanced treatment.

First published in 1917 as an eight volume set, World Book has been expanded many times through the years. It is now a twenty-two volume set. The twenty-second volume is a Research Guide/Index, which was added to the set for the 1972 edition. This volume consists of three basic parts: (1) a comprehensive index to World Book, which has more than 150,000 entries; (2) a section containing more than 200 readings and study guides, designed to help students carry on independent study; and (3) an instructional section entitled "How To Do Research," which is

designed to give students practical, easy-to-understand guidance in carrying out independent research projects and in preparing reports.

Probably the best known of any school encyclopedia, World Book, is organized so that readers may quickly find the information they are seeking. This is achieved through a single, alphabetical arrangement of articles and entry cross references, a carefully designed page and article format, and a comprehensive, single-volume index.

World Book uses a modified unit-letter arrangement of volumes. All entries that begin with the letter "A" are found in Volume A; all entries that begin with the letter "B" are found in Volume B, and so on throughout most of the set. In two instances, a single volume is not large enough to accommodate all of the articles that start with the same letter. In these cases, the entries are divided between two volumes.

In World Book, information is presented in a clear, direct style and the vocabulary is geared to the proper age group. In addition, numerous research aids have been built in. These facilitate the search of information within World Book and assist readers in finding information elsewhere. These aids appear both in the alphabetical volumes and in Volume 22, the Research Guide/Index.

To keep the encyclopedia up to date, World Book has a policy of annual revision. Useful features added to this encyclopedia during the years include the following:

1. For the 1972 edition, an entirely new volume, Volume 22, the Research Guide/Index was added to the set. This has already been described above.

2. For the 1975 edition, World Book added metric equivalents to more than 30,000 measurements in the set.

3. Since 1978, the entire text of World Book has been stored in digital form. Revisions are keyed into this database, and revised pages are set in type via electronic composition.

4. In 1980, World Book became the first encyclopedia to be reproduced as a voice recording. The recorded edition includes cassette tapes of the encyclopedia, a special cassette player, and indexes in both braille and large type.

5. In 1982, the first "talking" World Book Yearbook was produced. World Book's earlier contributions to persons with visual problems included the first braille encyclopedia in 1961 and a large-type edition in 1964.

Among other things, the 1983 edition of the World Book contains more than 29,000 illustrations (14,000 in color) and more than 2,300 maps (most of which are in color). To make the most

effective and efficient use of World Book, library users should read the section entitled "How to Get the Most Out of World Book," located in Volume A, and the two pages on "How to Use the Index," in Volume 22.

D. Locate Assignment No. 1 in the large manila envelope. For this assignment you are to answer questions about dictionaries and encyclopedias.

LEARNING ACTIVITY FOUR

A. Read Chapter 10, "REFERENCE MATERIALS: Almanacs and Yearbooks," pages 141-143, and Chapter 15, "REFERENCE MATERIALS: Atlases and Gazetteers," pages 167-172, in your textbook to gain an introductory knowledge of these basic reference sources.

B. Read the following additional information on ALMANACS, YEARBOOKS, ATLASES, GAZETTEERS, MAPS, and GUIDEBOOKS.

ALMANACS AND YEARBOOKS

Published on a regular basis, usually once a year, almanacs and yearbooks provide summary and statistical information for both general and specialized subject areas. Sometimes, historical background and facts may be included. General yearbooks summarize and describe news events of the past year. Specialized yearbooks review the developments in a particular field of study; for example, physics, anthropology, or sociology.

Almanacs and yearbooks are often impossible to use without referring to their indexes, for the subject arrangement is generally not alphabetical or chronological. The essential difference between these two types of reference sources is that an almanac contains information on a number of years or decades, while a yearbook includes only events of one specific year. Both, however, are useful for locating current information. Almanacs, in particular, are useful reference books to have in the home. Like a desk dictionary, they are both inexpensive and very useful.

Almanacs were originally written to distribute astronomical and meteorological data, expecially to farmers and seamen. However, modern almanacs are annual compilations of statistics and information used to answer questions on a wide variety of subjects. Examples of some of the more popular almanacs and yearbooks are the following:

World Almanac and Book of Facts
Statesman's Yearbook
Information Please Almanac
Facts on File
Hammond's Almanac
Whitaker's Almanack

Full citations for these reference books may be found in your textbook.

ATLASES AND MAPS

A map describes the boundaries and surface of a particular area. For example, a physical map shows landforms, such as mountains and rivers; a political map depicts political boundaries such as states and counties; and a route map indicates roads and railroads

An atlas is a collection of such maps with accompanying plates, charts, and explanatory text. A quick perusal of the table of contents can tell you what kinds of maps are included in aparticular atlas. In addition, many atlases have an index of geographical names to make it possible to locate a particular place. Legends which show the scale of each map, plus any symbols, are an important part of atlases.

Atlases fall into three broad categories: general, thematic, and place. General atlases usually show political boundaries for a large geographical area like a continent or the entire world. You can use a general atlas to locate many smaller places within the larger geographical area. Examples of general atlases are **Times Atlas of the World** and **Goode's World Atlas.** Full citations for these atlases may be found in your textbook.

Thematic atlases contain a collection of maps from many geographical locations that provide information about a particular subject or topic. Examples of thematic atlases are:

Rand McNally Road Atlas. Chicago: Rand McNally, 1983.

Derry, Duncan R. World Atlas of Geology and Mineral Deposits. New York: Halsted Press, 1980.

Shepherd's Historical Atlas. 9th ed. New York: Barnes & Noble, 1976.

Oxford Economic Atlas of the World. 4th ed. London: Oxford University Press, 1972.

Differing from thematic atlases, place atlases contain a collection of maps which provide information about a variety of topics in a particular location. Good examples are the **Atlas of California** and the **National Atlas of the United States of America.**

GAZETTEERS

Gazetteers are dictionaries of place names. They generally include all kinds of geographical features like cities, towns, rivers, lakes, mountains, etc. Gazetteers may provide more information about a

particular place than even an atlas. Information such as elevation, population, and brief historical facts are usually to be found in a gazetteer. Examples of gazetteers are the following:

Columbia Lippincott Gazetteer of the World. New York: Columbia University Press, 1962.

Webster's New Geographical Dictionary. Springfield, MA: Merriam-Webster, 1984.

Orth, Donald J. Dictionary of Alaska Place Names. Washington, D.C.: U.S. Government Printing Office, 1967.

GUIDEBOOKS

Guidebooks provide detailed travel information about a particular place including history, tourist attractions, hotels, motels, restaurants, weather tips, routes and itineraries. Much of the information in a guidebook (like prices, foreign exchange rates, etc.) can become outdated very quickly. Therefore, it is wise to take the publication date of any guidebook into account when consulting it. The most popular guidebooks are revised frequently, so you should look for the latest edition. Some examples of guidebooks are:

Official Hotel and Motel Red Book. Annual. New York: American Hotel Association Directory Corporation.

Let's Go: The Budget Guide to Europe. Annual. New York: E. P. Dutton.

Wilcock, John. Mexico on Twenty Dollars a Day. New York: A. Frommer.

Satterfield, Archie. Seattle Guidebook. 5th ed. Seattle, WA: The Writing Works, Division of Morse Press, 1981.

C. Read the following information on one specific almanac and two specific atlases.

The Hammond Almanac, 1983. Fourteenth edition. Edited by Martin A. Bacheller. Maplewood, New Jersey: Hammond Almanac, Inc., 1982.

For quick and easy reference to numerous topics, The Hammond Almanac is an excellent resource. Called "the one-volume encyclopedia of a million facts and records" this almanac provides comprehensive and up-to-date information about a number of subject areas including current events, U.S. history and government, science, world biography, travel and transportation, sports, public health and medicine, the arts, education, taxes and expenditures, and diplomatic and military affairs. Sources for statistical information generally are cited.

In addition to numerous news photos and news maps, useful features of The Hammond Almanac, 1983, include the following:

(1) A month-by-month chronology of the year, October 1981 through September 1982;

(2) A useful outline of United States history from 1564-1982;

(3) Transcripts of the Declaration of Independence, the U.S. Constitution, and the Gettysburg Address;

(4) Results of all presidential elections from 1789-1980 and the election results of the U.S. House of Representatives and Senate; and

(5) Zip codes and 1980 populations of U.S. towns and cities. In addition, lengthy biographies are given of each president from George Washington to Ronald Reagan, as well as short biographical sketches of each vice president from Aaron Burr to George Bush. Brief sketches are also provided of all first ladies, from Martha Washington to Nancy Reagan.

In the 1983 edition of The Hammond Almanac, more than one hundred pages are devoted to U.S. cities, states and territories. More than 200 pages are included on nations of the world. On the subject of sports, very comprehensive facts and figures are given. Also included is a useful alphabetical subject index.

Goode's World Atlas. Sixteenth edition. Edited by Edward B. Espenshade, Jr. Chicago: Rand McNally & Company, 1982.

The maps in Goode's World Atlas are grouped into four sections:

1. World Thematic Maps which portray the distribution of climatic regions, raw materials, landforms, and other major worldwide features.

2. Major Cities Maps which focus on individual cities and their environs.

3. Regional Section which provides detailed physical-political reference maps for all inhabited land areas. This is the main body of the atlas.

4. Ocean Floor Maps which vividly depict the terrain beneath the world's seas.

Each of these four map sections listed above contains a separate introduction and apropriate legends to help readers understand and interpret the material.

The remainder of Goode's World Atlas consists of geographical tables and indexes. These provide comparative data, a glossary of foreign geographical terms, an index for the major cities maps, and auniversal pronouncing index for place names on the general reference maps.

Rand McNally Road Atlas. Chicago: Rand McNally & Company, 1983.

This latest edition of the Rand McNally Road Atlas contains maps of all fifty United States, as well as of Canada and Mexico, Puerto Rico, and Central America. Also included are national park maps, 250 detailed city maps, and a mileage and driving time map for the United States. In addition, mileage charts are provided for the United States, Canada, and Mexico.

An excellent index is provided of counties, cities, and towns arranged alphabetically within states. Included also are Canadian cities and towns (arranged alphabetically within each province) and Mexican cities and towns.

The area, population, and other specific data (capital, largest city, etc.) are provided for each individual state map, as well as a small chart showing the mileage between principal cities. Also included is a list of selected recreational and historical sites and a listing and explanation of the symbols used on the maps.

D. Locate Assignment No. 2 in the large manila envelope. For this assignment you are to examine The Hammond Almanac, Goode's World Atlas, and Rand McNally Road Atlas and answer the questions presented on these three information sources.

LEARNING ACTIVITY FIVE:

A. Read Chapter 13, "REFERENCE MATERIALS: Biographical Information," pages 153-157, and Chapter 16, "REFERENCE MATERIALS: Directories and Handbooks," pages 173-180 in your textbook, for an introduction to some of these useful reference tools,

B. Read the following additional information on biographies, directories, and handbooks.

BIOGRAPHIES

Library users, especially students, often need to locate facts and other information concerning the lives of authors or other famous people. This biographical data can be found in reference books, such as encyclopedias and almanacs, in periodicals, or in reference books devoted entirely to biographical information. Biographical dictionaries are among the most frequently used books in any library, since, among other things, they answer questions about well-known people and about people in the news--questions relating to their education, background, interests, affiliations and positions, and publications.

Biographical information serves a number of purposes:

1. Every field of study or topic has notable persons associated with it. Biographical information about notables may shed additional light on a particular subject.

2. Biographical information may be useful in making a critical assessment of an author's work.

3. Biographical information is interesting in its own right.

Both general and specialized biographical sources are available, as indicated above. When using a biographical work, it is helpful to know what kind of information the particular source will provide. For example: Is the information historical or contemporary? Is it brief or detailed? Is it general or specialized by subject? Is it limited to a specific country or is it worldwide in scope? Does it cover living persons or only those who have died? The preface or introduction to the source you are using will explain what kind of information you can expect to find in it.

Many biographical sources are available. General encyclopedias are a common source for biographical information. Every general encyclopedia devotes a fairly large amount of its content to biography. However, the length and scope of individual biographies vary considerably in the different encyclopedias. Encyclopedia yearbooks are useful for specialized types of biographical data. For example, they include data about important persons who have died during the year. Some also include brief biographies of persons whose activities have been important or newsworthy during the year.

Abridged and unabridged dictionaries as well as almanacs frequently provide a limited amount of biographical information. Usually this consists of the name, dates of birth and death, and a brief identification of the person.

Remember to check your library's catalog on a standard bibliographic source, such as Books in Print, to identify biographies or autobiographies which are entire books.

Although biographical reference books may be universal in scope, most are limited in some way. The biographical reference book may be restricted to persons from a specific country or other geographical area, such as the American West. It may be limited to living persons or it may include only outstanding people in certain professions or fields of learning. Therefore, you should become as familiar as possible with the individual biographical reference works in order to know their scope and their limitations.

The following is a list of some of the more well-known biographical books, in alphabetical order:

American Men and Women of Science
Chambers Biographical Dictionary
Contemporary Authors
Current Biography
Dictionary of American Biography
Dictionary of National Biography
McGraw-Hill Encyclopedia of World Biography
Webster's Biographical Dictionary
Who Was Who
Who Was Who in America
Who's Who
Who's Who in America

Most of these are discussed in your textbook, along with additional biographical sources.

DIRECTORIES

Directories, which provide name and address information about individuals, organizations, businesses, and institutions exist in all subject areas. Most are published annually. Common examples are telephone directories and city directories. Many current biographical sources also provide addresses of people. Some directories provide more than just address information. For example, the Encyclopedia of Associationsdescribes the activities of the organizations it lists. Also many education directories include information about enrollments, admission requirements, degrees offered, and accreditation of colleges and universities. Some examples of directories are:

Encyclopedia of Associations. Detroit: Gale Research Co.

The Foundation Directory. Annual. New York: Foundation Center.

Solar Energy Directory. New York: Grey House Pub., 1983.

National Directory of Addresses and Telephone Numbers. Annual. New York: Concord Reference Books.

Barron's Profiles of American Colleges. Annual. Woodbury, N.Y.:

Standard & Poor's Register of Corporations, Directors, and Executives. Annual. New York: Standard and Poor's.

Thomas Register of American Manufacturers. Annual. New York: Thomas Pub. Co.

Literary Market Place, with Names and Numbers. Annual. New York: Bowker.

Official Congressional Directory. Washington, D.C.: U.S. Government Printing Office.

HANDBOOKS

Handbooks are compact books that treat conveniently the essentials of a subject. They are similar to very condensed, specialized encyclopedias. The subjects of handbooks may be either scholarly or popular. For example, the CRC Handbook of Chemistry and Physics is scholarly while the Guinness Book of World Records is popular. Some handbooks are actually manuals which contain how-to-do-it type of information.

Virtually every subject has its own array of handbooks. Some examples are:

Gordon, Arnold J. The Chemist's Companion: a Handbook of Practical Data, Techniques and References. New York: Wiley, 1972.

Industrial Pollution Control Handbook. New York: McGraw Hill, 1971.

Guinness Book of World Records. Annual. New York: Sterling.

Robert's Rules of Order Revised. New York: Morrow, 1971.

United States Government Manual. Annual. Washington, D.C.: Office of the Federal Register.

Occupational Outlook Handbook. Biennial. Washington, D.C.: Bureau of Labor Statistics.

Bowker Annual of Library & Book Trade Information. Annual. New York: Bowker.

C. Locate Assignment No. 3 in the large manila envelope. This assignment asks you to answer specific questions about biographies, dictionaries, and handbooks.

LEARNING ACTIVITY SIX:

A. Read Chapter 17, "REFERENCE MATERIALS: Indexes," pages 181-189, for an introduction to some selected indexes to periodicals, newspapers, book reviews, dissertations, and other materials.

B. Read the following additional information on some of the most-used indexes.

INDEXES

An index is a basic reference tool for identifying sources of information. It does not provide direct answers to questions; instead, it lists publications which may contain the desired information.

Typically, indexes help to identify specific information which is a part of a publication, for example, articles in magazines or newspapers. The most common form of index is found at the end of most books. An index is the key to the contents of periodicals and other types of publications, just as the library's catalog is the key to its collection of books. An index may classify thousands of bibliographic references about hundreds of different topics.

Indexes limit their coverage to specified subject areas or to specified types of materials; for example, articles, poems, songs, or illustrations. Some combine these two limitations; for example, an index to periodical articles about education. Some indexes include summaries or abstracts of the materials they reference. These indexes are known as "abstracts." Three examples are **Psychological Abstracts, Abstracts in Anthropology**, and **Historical Abstracts**. Abstracts can be very useful in helping the library user decide which articles are most valuable to read in their entirety.

The Reader's Guide to Periodical Literature and the **New York Times Index** are examples of indexes which cover many subject fields. **Applied Science and Technology Index, Art Index, Biography Index, Biological and Agricultural Index, Education Index, Psychological Abstracts, Humanities Index, Social Sciences Index, Short Story Index,** and the **Bibliography of Alaskana** are examples of more specialized indexes.

Periodical Indexes

There are several hundred periodical indexes published today, covering all subject areas. However, even this large number of indexes is not sufficient to cover every periodical published, and so we don't have complete access to all information published in periodicals.

The number of indexes that any library or community information center has depends upon the type of library or CIC and the size of its periodical collection. Large research libraries, of course, subscribe to many of these indexes in a variety of subject areas, in order to meet the research and other information needs of their users. To discover what periodical indexes exist, check a periodical directory like **Ulrich's International Periodicals Directory**, or a guide to reference books; for example, **Reference Books for Small & Medium-sized Libraries** or **Sheehy's Guide to Reference Books.**

Very few libraries list periodical articles in their catalogs, and so indexes are the most effective way of finding information in periodicals. Indexes identify, usually by subject and author, the

articles that have appeared in thousands of periodicals. They are important for this purpose as library catalogs are for locating books.

Some periodical indexes cover a broad range of subjects; others are limited to special fields. It is important to remember that these indexes may not always index all articles in a given periodical, but that they select the kinds of articles appropriate for their purposes. Some, for example, may not index editorials or continuing columns, but may index only feature articles. Some articles will not be indexed at all, and a great many periodicals are not indexed at all.

The most-used and best-known periodical index is the **Reader's Guide to Periodical Literature.** It is also one of the most easily used of all periodical indexes. Usually called **Reader's Guide** for short, it indexes popular general interest magazines in nearly all subject areas. The magazine articles are listed in one alphabetical arrangement by author and subject; titles are not usually indexed. Many abbreviations are used with each entry to save space. A key to these abbreviations appears in the front of each **Reader's Guide.**

The Reader's Guide to Periodical Literature is a very useful source for current events topics and for the layman's or general audience approach to subjects or issues. However, for a scholarly, professional, or technical approach to a topic, indexes in specialized subject fields should be used. For example, the **Social Sciences Index** indexes professional journals in fields like economics, sociology, and anthropology; the **Humanities Index** indexes professional journals in fields like philosophy, literature, and art. Other indexes cover science, technology, business, education, health science, etc. When a library user needs scholarly information for a research report or project, special subject indexes should be consulted. Scholarly articles which appear in professional journals simply cannot be located by using the **Reader's Guide to Periodical Literature.**

One periodical index of special interest to Alaskan community information specialists is the **Bibliography of Alaskana.** This is a keyword subject and author index to articles about Alaska and articles on topics related to Alaska. It is compiled by staff at the Elmer E. Rasmuson Library by scanning the English language periodicals in this library's periodical collection. The first issue began in 1969, and currently it is issued bimonthly with annual cumulations on microfiche. For further information about the **Bibliography of Alaskana,** contact:

Editor, Bibliography of Alaskana
Elmer E. Rasmuson Library
310 Tanana Drive
University of Alaska--Fairbanks
Fairbanks, Alaska 99701

Periodical indexes are updated regularly to keep up with new material as it is published in magazines and journals. For that reason, you will find that each periodical index title has many volumes. Each hardcover volume usually covers a one-year period.

Paper-cover volumes cover the most recent time period. The dates indexed appear on the outside of each of the volumes. When using a volume, the dates should be checked to see if it covers the time period for which you are seeking information on an item.

Since indexing is a time-consuming process, indexes are never completely up to date. Indexes to scholarly journals frequently are three months to one year behind. The **Reader's Guide to Periodical Literature** is approximately six weeks behind. **Magazine Index**, a similar index to general interest periodicals, is approximately four to six weeks behind.

Generally, if you are familiar with one periodical index and can use it effectively, it is possible to use most other indexes without much difficulty. Some of the subject-specific indexes and abstracts may consist of several parts which meet the specialized needs of those who use them. Remember to read the introduction whenever you use an unfamiliar index.

Newspaper Indexes

Although newspapers are periodicals (continuing publications issued at regular periods more frequently than once a year), most periodical indexes cover magazines or scholarly journals but not newspapers. Many newspapers are covered by other indexes, some of which cover only a few or even just a single newspaper.

The **New York Times Index** is a useful index for finding current material. It also is useful from a historical point of view, because it indexes the **New York Times** from its beginnings in 1851 to the present time. In this respect, it is a continuous day-by-day "history" of our country since 1851, as seen through the eyes of the reporters and editors of this prestigious newspaper.

The **New York Times Index** is a subject index to the Late City Edition of the **New York Times** newspaper. Paperback issues appear biweekly and these are cumulated and bound in annual volumes. A useful feature of the more recent years of the **New York Times Index** was the one page summary of events of the year included in theforeword; however, this feature was discontinued with the 1981 annual volume. Some entries give brief summaries of articles, and all provide references to date, page, and column of a desired article. There are also many cross-references to help in locating material. As with the Reader's Guide or other periodical indexes, you need to be sure you are using the volume that covers the period of time of the topic on which you are seeking information.

Other useful newspaper indexes include the following:

National Newspaper Index. Belmont, CA: Information Access Corp.

Newsbank Index. New Canaan, Conn.: Newsbank, Inc.

Alaska Newspaper Index. Fairbanks, AK: Alaska Newspaper Indexing Project.

The National Newspaper Index is an index to the New York Times, the Wall Street Journal, and the Christian Science Monitor since 1979, and to the Washington Post and the Los Angeles Times since 1982.

Newsbank selectively indexes articles from over 100 U.S. newspapers since 1975. Four of the papers partially indexed include the Tundra Times, the Anchorage Daily Times, the Fairbanks Daily News Miner, and the Juneau Empire. Newsbank does not include articles from the national wire services (AP and UPI), but instead it focuses on articles written by local reporters. The subscription to Newsbank includes microfiche reproductions of the articles indexed from these papers.

The Alaska Newspaper Index is a recent index developed through the efforts of several libraries throughout Alaska and supported through several grants, including a number from the Alaska State Library and the Alaska Historical Commission. This indexing project is ongoing, but at the present time the index covers the Tundra Times from approximately 1980-82, the Anchorage Daily News from approximately 1982-83, the Fairbanks Daily News Miner from approximately July 1982-June 1983, and the Juneau Empire for parts of 1982 and 1983. The Alaska Newspaper Index may soon cover additional Alaskan papers. For more information, contact:

Marguerite Cornwall, Project Coordinator
Alaska Newspaper Indexing Project
c/o Rasmuson Library
310 Tanana Dr.
University of Alaska--Fairbanks
Fairbanks, AK 99701

Other Indexes

In addition to the New York Times Index, Reader's Guide, and other periodical indexes, there are indexes for other types of materials. Three of these will be described below.

Short Story Index

This publication indexes short stories that are located in selected periodicals and in books which contain collections of short stories. The stories are identified by author, title, and subject, in one alphabetical arrangement. The most complete information is under the author entry. The second section of the Short Story Index lists the collections whose contents have been indexed in the first section.

In addition to identifying anthologies and periodicals which contain a desired story, Short Story Index is useful in identifying the authors of stories if only the title is known, and it is useful in identifying and selecting stories about particular topics.

Once you know which book or periodical contains the desired story, you must consult the library catalog in order to find that book or periodical, or you must make use of Interlibrary Loan to borrow it

from another library. Occasionally libraries will already have checked their catalog and will have had a staff member write the call numbers of anthologies and periodicals which they own into the volumes of the Short Story Index, making it more convenient for library users to find the book on their shelves.

Granger's Index to Poetry

Granger's Index to Poetry is divided into three sections: an author index, a subject index, and a title and first line index. With this poetry index you can locate a poem which has been included in a collection of poems, if you know the author, the subject, the title, or even if you only know the first line of the poem.

Like the Short Story Index, Granger's Index to Poetry is useful for identifying who wrote a familiar poem and for selecting poetry about desired subjects.

In the front of Granger's is a list of the collections indexed, with symbols to identify the anthology needed. Next, comes the title and first line index, followed by the author index, and finally, the subject index.

Granger's is in its seventh edition, and it is important to remember that each edition indexes the contents of different anthologies. Sometimes it is necessary to search through several editions of Granger's to identify the requested poem.

Also like Short Story Index, unless call numbers have been added by library staff, one who uses Granger's must then check the library catalog to locate the anthology which contains the desired poem or poems.

There are other indexes to poetry, but none is as comprehensive as Granger's. Other examples are Index to Children's Poetry and Subject Index to Poetry for Children and Young People.

Book Review Digest

The Book Review Digest has been published since 1905 by the H.W. Wilson Company. It not only can locate reviews of books for you, it also gives brief digests or excerpts of the reviews. These digests are arranged alphabetically according to the author of the book being reviewed.

The Book Review Digest is published monthly and cumumlated annually. Each volume is arranged alphabetically by the authors of the books being reviewed, and each contains an index which identifies books by title and subject. There is a major cumulative index by author and title, which covers the years from 1905 through 1974.

To locate the reviews for a specific book, you should remember that most books are reviewed in the same year in which they are published, or in the following year. After locating the proper volume, either look up the author or check the title and subject

index. Usually only a few digests of reviews will be given for each title, but if the book has been reviewed by many periodicals, the sources of other reviews will be included to assist you in finding them.

The Book Review Digest lists reviews for non-fiction books, which have been reviewed at least twice in major reviewing sources, and fiction books which have been reviewed at least four times. Other book review indexes exist in order to assist in locating reviews of books which don't have such a wide market. Some of these other indexes include Book Review Index, and Index to Book Reviews in the Humanities. Some periodical indexes also list reviews.

Ulrich's International Periodicals Dictionary

Ulrich's is a directory, not an index, published by the R.R. Bowker Co. However, it is such a useful source of information about periodicals that it has been included in this section. Ulrich's lists almost 65,000 periodicals published worldwide. It arranges them into broad subject categories and includes a title index. The information it provides for each periodical usually includes: frequency of publication, Dewey Decimal classification number, publisher's name and address, year the periodical began, subscription price, title changes, editor's name, and often some indication of where a periodical is indexed.

C. Locate Assignment No. 4 in the large manila envelope. For this assignment you areto answer questions on indexes described in Learning Activity Six and in your textbook.

SELF-TEST NUMBER ONE:

To see what you have learned about basic reference sources, take the following SELF-TEST. Put a "T" for "True" or "F" for "False" on the line preceding each of the statements below.

_____ 1. There is general agreement among librarians as to which materials are essential to a reference collection.

_____ 2. A gazetteer lists names of towns, villages, rivers, mountains, lakes, and other geographical features.

_____ 3. Indexes are particularly important as sources to locate information in periodicals, pamphlets, and books.

_____ 4. Reference Books for Small and Medium-sized Libraries may be useful in identifying good books for a community information center's reference collection.

_____ 5. Almanacs and yearbooks are concise in their treatment of topics and may serve as supplements to encyclopedias.

_____ 6. Almanacs and yearbooks are easy to use, without referring to the index, since the subject arrangement is usually alphabetical or chronological.

_____ 7. Almanacs were originally written to provide astronomical and meterological data, especially to farmers and seamen.

_____ 8. Directories and handbooks provide statistical information about particular time periods.

_____ 9. Bibliographical sources give information about people's lives.

_____ 10. The Reader's Guide to Periodical Literature is probably the most used of all the periodical indexes.

_____ 11. A reference work is usually not read at length, but is consulted to locate facts or limited information on a subject.

_____ 12. The needs and interests of library users are an important consideration in selecting materials for a reference collection.

_____ 13. Criteria which should be considered when evaluating reference books include: authority, aim and scope, currency, and format.

_____ 14. The emphasis of Webster's Third New International Dictionary of the English Language, Unabridged is on current usage and meanings.

_____ 15. Roget's International Thesaurus is a standard work on synonyms which has been published in many editions.

_____ 16. If only one unabridged dictionary can be provided in a reference collection, it should be Webster's Third New International Dictionary of the English Language.

_____ 17. The purpose of historical dictionaries is to trace the origin and development of words.

_____ 18. General encyclopedias present basic information on all fields of knowledge.

_____ 19. Encyclopedias serve as excellent sources to introduce a subject, but they are not always considered the definitive treatment.

_____ 20. Generally, encyclopedias are arranged in alphabetical order by author.

_____ 21. The World Book Enclclopedia is written for the general needs of high school students and has little application for students in the elementary grades.

_____ 22. The Encyclopaedia Britannica is considered by many to be the most scholarly and comprehensive general encyclopedia.

_____ 23. Webster's New International Dictionary of the English Language, Second Edition, is the best dictionary to consult for a very detailed history of English language word meanings.

_____ 24. If more detailed information is needed on a topic, subject encyclopedias can prove to be more useful than general encyclopedias.

_____ 25. National encyclopedias, such as Encyclopedia Canadiana, summarize the culture of a country and are usually published under governmental auspices.

_____ 26. Gazetteers usually include general statistical information about places.

_____ 27. Atlases, gazetteers, maps, and guidebooks are prime sources for geographical information.

_____ 28. An atlas usually provides more information about a particular place than a gazetteer.

_____ 29. Travel guides are not very useful for ready reference questions on cities or areas of a country.

_____ 30. The U.S. Coast and Geodetic Survey produces nautical charts.

_____ 31. Handbooks provide lists of persons, businesses, institutions, or products.

_____ 32. Whenever you consult an unfamiliar reference book, it is important to check the preface or foreword for information about its scope and how to use it.

_____ 33. The Encyclopedia of Associations covers both U.S. and foreign associations.

_____ 34. Most handbooks cover specific subject areas, such as dates or stamps.

_____ 35. Almanacs are useful sources of many statistics.

_____ 36. The Official Congressional Directory contains selected U.S. election results.

_____ 37. Indexes serve as guides to locate material; they usually do not contain information on a subject.

_____ 38. Indexes are often the only way to locate information efficiently in periodicals and newspapers.

_____ 39. Periodical indexes are very important reference materials, because in many libraries a large part of the collection is periodicals rather than books.

_____ 40. Almost every periodical is indexed.

_____ 41. It is estimated that over 100,000 periodicals are published in the United States alone.

_____ 42. Ulrich's International Periodicals Directory and the Ayer Directory of Publications are two non-index items which combine bibliographical and directory-type information and are essential in working with periodicals and newspapers.

_____ 43. Biographical reference books usually include information about a person's birthplace, jobs held, and publications.

_____ 44. There are biographical reference books which cover specific professions, ethnic groups, and nationalities.

_____ 45. Like other indexes, the Reader's Guide to Periodical Literature is never up-to-date.

_____ 46. The New York Times Index is a useful index for locating current material; it is not very useful, however, for finding older (historical) material.

_____ 47. The Short Story Index identifies short stories that are located in various periodicals and books.

_____ 48. Using Granger's Index to Poetry, you can identify and locate a poem even if you only know the first line of that poem.

_____ 49. Goode's World Atlas includes many city maps.

_____ 50. Almanacs never contain any historical information.

Check your answers on the SELF-TEST with those on page 48. How well did you do? If you missed more than seven questions or feel that you need to get a clearer understanding of basic reference sources, review once again Learning Activities one through six.

LEARNING ACTIVITY SEVEN

A. Read the following material about special Alaskan resources:

1. Alaska Almanac: Facts about Alaska. Seventh edition (1983). Anchorage, Alaska Northwest Publishing Co., 1982.

The Alaska Almanac: Facts about Alaska is updated annually. Each edition contains more information than the previous edition. The following highlights some of the information in the **Alaska Almanac** which should be especially useful in community information centers: agriculture, baseball, boating, fishing, the constitution of Alaska, earthquakes, newspapers, populations and zip codes, state and national parks, television and radio stations, school districts, universities and colleges, historic dates, and a mileage chart. In addition, more than 150 other topics are covered in the 1983 edition.

The Alaska Almanac also contains addresses of the Alaska Native Regional Corporations, of cuiltural and historical organizations, and of Chambers of Commerce. It ends with a list of suggested readings about the North.

"What is the cost of living?" "How do Alaska's icebergs compare in size to the icebergs found near Antarctica and Greenland?" "How high is Mt. McKinley?" "Who discovered Alaska and when?" and "What is the population of Anchorage?" are some of the questions that can be answered using **The Alaska Almanac.** Easy to use, with both an index and a table of contents, **The Alaska Almanac** is one of the best sources for ready reference questions about Alaska.

2. Alaska Blue Book, 1981. Edited by Elaine B. Mitchell. Compiled and published by Department of Education, Division of State Libraries and Museum. Juneau: Division of State Libraries, 1981.

Published biennially, to match the beginning of each two-year Alaskan legislature, the **Alaska Blue Book** is a handbook of the Alaska state government. It is an excellent source for finding accurate, fairly up-to-date information on who does what within state government. In addition, the **Alaska Blue Book** helps to explain the workings of government, its duties and responsibilities, as well as to shed light on the services which government can provide to the people.

The **Alaska Blue Book** covers all three branches of Alaskan government--executive, legislative, and judicial. It provides biographical sketches and addresses of the governor, lieutenant governor, state commissioners, state senators and representatives, and justices of the Alaska Supreme Court and other courts. For most of these elected and appointed officials, small photographs accompany the biographical sketches.

The goals and objectives of the various state departments and the organization and operation of each is given in considerable detail. A section also is devoted to state boards and commissions, which gives the names of the chairmen and/or executive officers of each as well as the contact agencies, statutory authority and appointment data. With regard to legislative activities, the **Alaska Blue Book** explains how a bill becomes a

law, and lists Legislative Information Offices and Legislative Teleconference Centers. It also explains the various components of the Alaska court system.

The **Alaska Blue Book** also provides information about the government at the federal and local levels. It contains biographical sketches and photographs of Alaska's two federal senators and one congressman, along with their office addresses. It includes addresses of many of the major federal agencies which have offices in Alaska. Types of local governments and their powers are defined, and there is a directory of local governments.

The **Alaska Blue Book** provides a wealth of other information about the state, including the history of the state flag, the words and music of the flag song, a list of historic dates, a copy of the state constitution, selected election returns, information about the state budget, zip codes, statistics about the population and the economy, information about education, winners of major sled dog races, mileage information, and addresses of the Native Regional Corporations.

It is well-indexed to facilitate locating the exact information desired. Whenever special features were included in earlier editions, the index in the current edition notes that feature and the year in which it appeared; for example, the narrative on Limited Entry fishing regulations in the 1975 Alaska Blue Book.

3. Milepost. Anchorage: Alaska Northwest Publishing Co. 1983.

The **Milepost** is an "All-the-North Travel Guide," considered by many to be the number one visitors' guide to Alaska and Western Canada. The publishers endeavor to make this "a complete, accurate and annually up-to-date guidebook for this immense segment of North America."

Among other things, this thirty-fifth edition of **Milepost** provides detailed road maps, a brief history and description of the Alaska Highway with a log listing the towns along the highway, a 21" X 31" fold-out map of Alaska and Western Canada, descriptions of major attractions in all parts of Alaska, information about railroads, bus lines, and air travel, and schedules for the Alaska state ferry system.

The detailed, mile-by-mile highway logs are the most prominent feature of the **Milepost**. Not only do these logs describe the condition of the roads, but they also identify almost every imaginable point of interest along the way, fromroadhouses to views of glaciers. Much attention is devoted to the towns through which these roads pass, including population figures, brief historical sketches, and identification of facilities important to the traveler; for example, motels and stores. Copious advertisements provide much more information.

Other features useful for trip planners include information on passing through U.S. and Canadian customs, a calendar of events, addresses of newspapers, information on camping and boating, how to send telegrams, etc. In the front of the Milepost is an index of place names plus a visual key to the highways covered in this edition.

4. Alaska Education Directory. Juneau: Alaska Department of Education, 1983.

The Alaska Education Directory is principally a list of public schools and their personnel. The directory also identifies public school districts and their superintendents, and includes information about enrollments, names of teachers, and addresses and telephone numbers of individual schools. In addition, there is a three-page listing of the private and denominational schools in Alaska. As with all directories, some of the information may have changed since this directory was compiled for publication.

The organization of education in Alaska is discussed as is the operation of the public school system, which consists of 550 public schools within fifty-three school districts. A statistical summary shows total enrollments, graduates, and numbers of professional and classified personnel involved in education in Alaska.

The Alaska Education Directory also provides useful information about colleges and universities, the Bureau of Indian Affairs Schools, the Department of Education Operated Schools, the State Board of Education, the State Department of Education, Regional Resource Centers, and educational organizations. Also included is a useful map of Alaska's public school districts and an index which facilitates finding specific education information.

5. Alaska Library Network (ALN) Catalog.

Libraries in Alaska which belong to the Washington Library Network (WLN) list their collections in the WLN Computer System. This database is the source of the Alaska Library Network (ALN) Catalog on microfiche. Once a year (currently in January) the Network produces the catalog. It is then sent out to libraries in the state of Alaska which are known to have microfiche readers.

This "fiche" catalog includes over 700,000 titles input by Alaska libraries to the WLN Computer System beginning in mid-1978. The libraries currently entering titles and their holdings code, as it appears on the ALN fiche, are listed on cards distributed with the ALN fiche catalog. Titles of films and video cassettes are not included. These can be found in the Alaska State Library Film/Video Catalog, which has a wider distribution. References to periodical articles are not included either, but more libraries are adding information about which periodicals and serials they receive.

Currently, the data in the ALN catalog represent the collections of eighteen Alaskan libraries. The entries included are arranged into a dictionary catalog in one alphabetic sequence with access points for author, title, subjects, as well as for any additional entries on the catalog record, such as joint author, illustrator, and series. Complete cross references are also included. However, unlike a card catalog in which each entry is identical except for the heading, the ALN catalog has "index" entries for most access points.

An "index" entry will contain the author (if there is one), the title, publication information (imprint), pagination and illustration statements (collation), and the call numbers for the various libraries which have the item. To find the "complete" entry, you must look in the ALN catalog under the title. This is the only entry that will have complete bibliographical information. This is done to save space on the microfiche sheets.

For a reference librarian, the ALN Catalog can be a most useful tool, for it enables a library anywhere in the state to know which other Alaska libraries may own a particular book. This makes it easy for library users in Nome, Wales, Metlakatla, Eagle, Hooper Bay, Tanana, or elsewhere to use interlibrary loan (ILL) to borrow books which are not in their local libraries. The ALN Catalog may also be used for collection development purposes or for providing a a range of bibliographic information, such as the publication date of a book for which a review is being sought.

A specific point to remember in using the ALN catalog is that it is not a complete list of books in the Alaska libraries which contribute to it. These libraries are continuing to add information to identify all the books in their collections to the ALN Catalog. Many of the items represented in the ALN Catalog have been published since 1968, and although older items are being input into the catalog at an increasing rate, for the most part the best finding rate will be for newer items. You may also find many publications about Alaska, for many libraries have made the input of these titles a priority.

In addition to the ALN Catalog of books in Alaska libraries, there are two other catalogs which are useful to a reference librarian. One is the Alaska State Library Film/Video Catalog, which lists films and videocassettes available through the two centers of the Alaska State Film Library in Juneau and Anchorage. The other is a set of two catalogs of audio cassettes, one which lists audio cassettes on a wide range of topics which havebeen purchased from the Center for Cassette Studies, and one which lists Alaska native songs and legends in their original languages. Cassettes may be requested from the nearest RegionalResource Center,i.e., the Alaska state Library in Juneau, the Fairbanks North Star Borough Library, or the Anchorage Municipal Libraries. For more information about these catalogs, contact your nearest Regional Resource Center.

6. Alaska Union List of Serials (AULS)

The Alaska Union List of Serials (AULS) is a computer-generated cumulated alphabetical title listing of the periodical and serial holdings of many of Alaska's libraries. It is another product of the Alaska Library Network, and currently it is issued by the Elmer E. Rasmuson Library, which is part of the University of Alaska in Fairbanks. Plans are being made for the AULS to be produced in the future by the Alaska Library Network using the information in the WLN database.

AULS is a title listing of all the serials held by the fifty-two Alaskan libraries that contribute to the union list. Serials are items intended to be published on a continuing basis; for example, magazines, journals, newspapers, almanacs, annual reports, and proceedings of meetings. There are about 2,600 serial titles currently listed, and no other access points except title are used. If you are unsure of the exact title you seek, you may need to think of alternative ways to search for it in the AULS. For example, the technical reports from the Fisheries and Marine Service of Canada are entitled "Canadian Technical Report of Fisheries and Aquatic Sciences" and are filed under "C" in AULS.

Not only does AULS identify which serial titles are owned by a number of Alaskan libraries, but it also provides information about which years or issues of that serial a library owns. It also usually provides the call number for that serial.

AULS is updated more frequently than the annual ALN Catalog, for it is published quarterly and distributed throughout the State of Alaska.

The primary purpose of AULS is to provide a resource-sharing tool which can be used for verifying interlibrary loan requests. Another use for it is to develop cooperative collection development strategies. It also can be an internal tool for a library to use in accessing its own serials collection.

If you have a reference request for a periodical or serial title which can be located in the AULS, you should route this interlibrary loan request directly to the nearest owning library. Only those titles which cannot be located in the AULS should be routed through the regional libraries.

At the present time, the Alaska Union List of Serials on microfiche is distributed at no cost to any library within the state of Alaska supported by public funds.

B. Locate Assignment Number 5 in the large manila envelope. For this assignment you are to examine copies of the special Alaska resources described above and answer the questions asked about them.

LEARNING ACTIVITY EIGHT

A. Read Chapter 14, "REFERENCE MATERIALS: Bibliographies and Bibliographic Guides," pages 159-166, in your textbook, for an introduction to general, national, and international bibliographies.

B. Read the following information about some of the best-known and most-used standard catalogs, as well as additional information on bibliographies and bibliographic searching tools.

STANDARD CATALOGS

There are a number of established lists or "standard catalogs" that librarians and community information specialists use for identifying available materials for reference purposes. Some of these are the **Public Library Catalog, Fiction Catalog, Senior High School Library Catalog, Junior High School Library Catalog,** and **Children's Catalog.** These library tools will be described below.

Public Library Catalog. Edited by Gary L. Bogart. Seventh edition. New York: H. W. Wilson, 1979.

The **Public Library Catalog** is a listing of basic books for public library collection. A well-annotated list of nonfiction titles, it was called the "Standard Catalog for Public Libraries" through its first four editions. Books are arranged by Dewey Decimal Classification and are indexed by subject, author, and title.

The **Public Library Catalog** is intended to serve the needs of the public and undergraduate libraries as well as the general library user. It is designed not only to be used as a tool in book selection and as a source of cataloging and classification information, but also as an aid to the reference librarian for helping library users identify books to read and for interlibrary loan.

It is organized into three parts: (1) a classified listing; (2) an Author, Title, Subject, and Analytical Index; and (3) a Directory of Publishers and Distributors. The classified listing is arranged according to the Dewey Decimal Classification. Each entry contains a brief description of the contents of each title, which is useful for reference purposes. The Author, Title, Subject, and Analytical Index is a comprehensive key to the classified listing. The analytical entries, which bring out the contents of composite works, are an important feature of the Index. In the Directory of Publishers and Distributors, the full name and address of the publisher or distributor is given for each title listed in the classified listing. Annual supplements help keep it up-to-date.

Fiction Catalog. Edited by Juliette Yaakov and Gary L. Bogart. Tenth edition. New York: H. W. Wilson, 1981.

Published approximately every five years, with annual softcover supplements, the **Fiction Catalog** is an essential item for the public library. It not only is a useful aid in purchasing fiction materials, for bibliographical purposes, and for replacing older materials, but it also is a useful tool for reference work in helping library users identify fiction to meet their reading interests.

This catalog contains only fiction and is a listing of books by author, title, and subject, designed for the small and medium-sized public library. Titles include not only general fiction, but also mystery stories, western stories, science fiction, short story collections, and juvenile fiction.

The **Fiction Catalog** has very thorough analytical indexing by subject. The analytical entries are for novelettes and stories contained in collected works. Since these contents are not identified separately in most library catalogs, the **Fiction Catalog** enhances the value of the library catalog by insuring maximum use of a library's collection.

The **Fiction Catalog** is arranged in three parts. Part I is an author alphabet with full bibliographical information, followed by brief annotations. Part II is a title and subject index to Part I. Each book is entered in Part II under title and under the main subject or subjects of the story. Part III is a directory of publishers and distributors of the books listed. Since most libraries do not list works of fiction by subject in their catalogs, **Fiction Catalog** is very useful for library users who want fictional works about certain topics.

Senior High School Library Catalog. Edited by Gary L. Bogart and Richard H. Isaacson. Twelfth edition. New York: H. W. Wilson, 1982.

The first edition of the **Senior High School Library Catalog** was published in 1926, and with the exception of a six-year interval before the second edition appeared in 1932, it has been published regularly every five years. Until the eighth edition in 1962, it was called the **Standard Catalog for High School Libraries.**

The **Senior High School Library Catalog** is arranged in three parts: (1) a classified listing, arranged according to the abridged edition of the Dewey Decimal Classification; (2) an Author, Title, Subject, and Analytical Index in one alphabet; and (3) a Directory of Publishers and Distributors. Titles included are considered useful for grades ten through twelve and were selected by votes of a representative group of experienced librarians and specialists in literature for young people. Included are many adult books considered suitable for young adults. Annotations are provided for eachtitle, and information is given concerning publishers and prices as well as varying editions. Subject headings used are based on **Sears List of Subject Headings.** It is updated by annual supplements.

Junior High School Library Catalog. Edited by Gary L. Bogart and Richard H. Isaacson. Fourth edition. New York: H. W. Wilson, 1980.

First published in 1965, the **Junior High School Library Catalog** assumed part of the coverage of the original **Standard Catalog for High School Libraries**, concentrating on the books for the seventh through ninth grades. It follows the general plan and arrangement of the **Senior High School Library Catalog**, and is updated by annual supplements. Its purpose is to catalog the most useful books for the junior and high school students and to serve the small and medium-sized library as a buying guide, cataloging aid, index to the library collection, and source for proper subject headings.

The **Junior High School Library Catalog** is divided into three parts:

1. A classified listing arranged with nonfiction books first and classified according to the Abridged Dewey Decimal Classification, with full bibliographical information given for each book;

2. An author, title, subject, and analytical index, which serves as a comprehensive key to the classified listing; and

3. A directory of publishers and distributors.

Children's Catalog. Edited by Richard H. Isaacson and Gary L. Bogart. Fourteenth edition. New York: H. W. Wilson, 1981.

First published in 1909, it lists the most useful fiction and nonfiction books for elementary school age children. It serves as a buying guide, cataloging aid, and checklist for librarians. It is divided into three parts:

1. A classified listing, arranged with nonfiction books first and classified according to the abridged edition of the Dewey Decimal Classification, and using Sears subject headings;

2. An Author, Title, Subject, and Analytical Index, giving full bibliographical information including Dewey Decimal number, as well as the age levels for which each book is intended; and

3. A directory of Publishers and Distributors.

The annotations on the contents of the books are largely descriptive. As with the other standard catalogs, **Children's Catalog** is updated by annual supplements.

BIBLIOGRAPHIES AND BIBLIOGRAPHIC SEARCHING TOOLS

As indicated in your textbook: "A bibliography is simply a list of bibliographical references to materials." It may list a combination of books, articles, reports, documents, audiovisual and other materials; or, it may list only one or two types of materials. It may be comprehensive, listing all print and/or nonprint materials on a subject or by one author; or, it may be selective, listing, for example, "only the best and most relevant literature." What bibliographies do have in common is that they do not directly provide information, but they may point to publications which will contain the requested information.

Bibliographies may contain only bibliographic descriptions of the materials included; for example, author, title, date, place of publication, etc. However, in addition to the bibliographic descriptions, some bibliographies contain annotations which describe or summarize the contents of the publications they list. These annotations help the library user to choose the publications which best meet his/her needs.

There are several different types of bibliographies: general bibliographies, national bibliographies, trade bibliographies, library catalogs, bibliographies of bibliographies, subject bibliographies, and combinations of these types. General bibliographies are the closest to the ideal of a universal bibliography which lists all publications. Although such a universal bibliography does not exist, general bibliographies usually cover all topics and publications from many nations. However, they usually are limited to certain types of materials and to defined time periods. The **Public Library Catalog** and the **National Union Catalog** (described in your textbook) are examples of general bibliographies. National bibliographies list publications from one country; for example, **British National Bibliography** and **Canadiana**. Trade bibliographies list materials from the publishing industry or "book trade." They will not include materials not sold through regular book trade channels; for example, technical reports issued as the result of specially funded research projects. **Books in Print** is a good example of a trade bibliography. Library catalogs are just that--bibliographies which reproduce the catalog of one or more libraries. The **Alaska Library Network Catalog** is one example, as is the catalog from the **Peabody Museum Library** at Harvard University. There are even bibliographies which only list other bibliographies. **Bibliographic Index** and Besterman's **World Bibliography of Bibliographies** are two examples.

Finally, there are bibliographies devoted to one subject or to one discipline. These bibliographies may be identified in library catalogs by looking under specific subject headings. As your textbook indicates, "the form subdivision BIBLIOGRAPHY is added to the subject headings to indicate this special kind of work." For example: MUSIC-BIBLIOGRAPHY, ENGLISH LITERATURE--BIBLIOGRAPHY, MINES AND MINERAL RESOURCES--ALASKA--BIBLIOGRAPHY. You can also identify subject bibliographies by consulting guides to reference books like **American Reference Books Annual**, **Sheehy's Guide to Reference Books**, or **Reference Books for Small and Medium-sized Libraries**.

As mentioned earlier, the primary use of bibliographies is to help a library user find materials to read. Bibliographies may meet other needs, as well, such as verification of information for an interlibrary loan request, or the completion of a bibliographic reference for interlibrary loan or for a student's paper. Bibliographies greatly enhance a library's collection by providing references to materials which may be available in other libraries.

Not all bibliographies are separate books. Useful bibliographies may be found in encyclopedias, handbooks, biographical reference books, and at the end of books and articles. **Bibliographic Index** is especially useful for finding bibliographies in books and periodicals.

C. Locate Assignment No. 6 in the large manila envelope. For this assignment you are to answer questions about standard catalogs and bibliographies.

SELF-TEST NUMBER TWO:

To see what you have learned about special Alaska resources, standard catalogs, and bibliographic searching tools, take the following SELF-TEST. Put a "T" for "True" or "F" for "False" on the line preceding each of the statements below.

_____ 1. The **Alaska Almanac** is one of the best sources for ready reference questions on Alaska.

_____ 2. The WLN database is the source of the **Alaska Library Network (ALN) Catalog** on microfiche.

_____ 3. The primary purpose of the **Alaska Union List of Serials (AULS)** is to provide a resource-sharing tool which can be used to verify interlibrary loan requests.

_____ 4. The **Alaska Education Directory** is an excellent source for finding accurate, up-to-date information on people working within the state government.

_____ 5. The **Public Library Catalog** is a listing of basic fiction and nonfiction books for the public library collection.

_____ 6. The **Milepost** is considered by many to be the number one visitors' guide to the Northland.

_____ 7. The goals and objectives of the various state departments and the organization and operation of each is given in the **Alaska Blue Book.**

_____ 8. The **Children's Catalog** lists the most useful fiction and nonfiction books for elementary school age children.

_____ 9. The Fiction Catalog contains fiction and nonfiction titles of books designed for the small and medium-sized public library.

_____ 10. The Alaska Education Directory provides a list of the public school districts in Alaska and their superintendents.

Check your answers on the SELF-TEST with those on page 48. How well did you do? If you missed more than two questions, review once again learning activities seven and eight.

LEARNING ACTIVITY NINE:

A. Read "Automation and Bibliographic Data Bases," pages 285-294, in your textbook for a good introduction to bibliographic databases and bibliographic searches using databases.

B. Read the following additional information on bibliographic databases and online searching:

Computer technology has had a tremendous impact on libraries. Computersserve a useful function in libraries for they are tools that can be used to store information and provide ready access to it.

Online searching is a way of obtaining information that is stored in a computer. This information is stored in what is called a database. There are several hundred different databases available to be searched. Most of these databases are bibliographic databases. Bibliographic databases are similar to periodical or newspaper indexes, and subject bibliographies in that they provide a means of locating information on a particular subject. Some databases are directories and provide name and address type information about organizations, institutions, and companies, just like the printed directories found in the reference collection. A few databases provide numerical and statistical information. For example, one database can be used to find the consumer price index of particular products. Just recently a database was introduced that actually provides the full textof the articles in a periodical, the Harvard Business Review. In this case, if you wanted an article from this periodical and it was not in your library or community information center, you could use online searching and have the article printed for you immediately--instead of having to use interlibrary loan, which would take days. In the future, with the growth of computer technology and its increasing use in libraries of all types, more and more information will be available in this way.

In order to do an online search, you need to have a computer terminal, a special modem which allows you to hook into the online system through a telephone line, and authorization to use that computer system. The main computer that actually stores the information may be hundreds of miles away. Many libraries, today, have the

equipment and trained staff required to provide online searching service.

The advantages of online searching are speed of access to information and the ability to find information on narrowly defined topics. The main disadvantage of online searching is the cost. Online searching costs money for the use of computer time and for the number of references found. In many libraries the users are expected to pay for the online time.

The price of searching databases may vary from $35.00 per hour connect time to as much as $300.00 per hour. The average search takes roughly fifteen to thirty minutes, and the library user receives a copy of the search. In most cases, this is a bibliography of journal articles and/or other publications on the requested topic.

Library users who want to have online searches conducted should plan on spending a good amount of time explaining to the librarian (the searcher) precisely what is needed. It is important for the library user to have done background research so that his/her topic is clearly defined and quite specific. Online searching is not useful for most broad or general topics.

TEST FOR UNIT II:

This test has three parts. Part 1 consists of questions to check your overall understanding of material presented in this unit. Part 2 consists of questions which you will answer by using the reference books which were sent to you as part of this module. It is intended to check your knowledge of the information contained in these important reference books. Part 3 consists of questions for which you will suggest the most likely type or types of reference books in which to find the answers. It is intended to check your overall knowledge of the kinds of information contained in a variety of reference materials, and to check your skill in pinpointing the most logical one or ones to use with specific questions.

Answer the questions on all three parts of this test on separate paper. Be sure to put your name on each sheet of paper. When you have finished, mail the answers to your instructor.

PART ONE:

1. What are the three basic purposes served by a reference collection?

2. List the titles of two guides to reference books and explain how they may be useful.

3. What does the preface (foreword, introduction) of a reference book usually include?

4. Name at least four points librarians consider when evaluating materials for purchase and explain what is involved in each point.

5. In addition to an evaluation of individual reference materials on their own merits, what are at least three other points to consider before purchasing any reference materials?

6. List five types of reference materials that help in answering ready reference questions and tell what each can do.

7. What are form subdivisions in subject headings, and how are they useful in helping to find reference books?

8. In what ways are dictionaries and encyclopedias similar, and in what ways do they differ from each other?

9. In addition to the information provided in its articles, how may an encyclopedia be used to find further information?

10. What are subject encyclopedias, and how do they differ from general encyclopedias?

11. List the five main types of dictionaries and briefly describe the features and scope which characterize each type.

12. What kinds of information do almanacs and yearbooks provide?

13. Name at least three points to be aware of when using geographic reference tools.

14. What are gazetteers, and what kinds of information can they be expected to supply?

15. List the three broad categories of atlases and briefly describe what characterizes each type.

16. Name and describe a directory that presents information on periodicals published worldwide.

17. Why are periodical indexes very useful reference tools?

18. Name and describe one periodical index in each of the following subject areas: Humanities, Social Sciences, Sciences, Education, and Alaskana materials.

19. Describe what the Alaska Library Network (ALN) Catalog includes, and explain why it is a useful tool for reference librarians.

20. Explain the purposes of the Alaska Union List of Serials (AULS) and how it can be used as a reference tool.

21. Why are biographical dictionaries among the most frequently used books in any library?

22. Most biographical reference books are limited in some way. Describe ways in which they may be limited.

23. Name at least three reference sources other than biographical dictionaries which contain biographical information.

24. What kinds of information do standard catalogs provide, and how may they be used?

25. What is an annotated bibliography, and how is it different from other bibliographies?

PART TWO:

Use the following reference books to find answers to the questions below.

American Heritage Dictionary	Alaska Almanac
Hammond Almanac	Alaska Blue Book
Goode's World Atlas	Milepost
Rand McNally Road Atlas	Alaska Education Directory

When writing your answers: (1) list the title of the reference book you used, (2) list the page on which you found the answer, and (3) when appropriate, list the answer to the question.

1. What does "empennage" mean, and from what language or languages does it derive?

2. Who serves on the Alaska Senate Rules Committee?

3. Do you have a list of Pulitzer Prize winners?

4. How many miles is it between New Orleans, Louisiana and Columbia, South Carolina?

5. What is the largest glacier in Alaska, and what is its size?

6. How much of the Steese Highway is paved?

7. Do you have a map which shows desert areas and forest areas of Africa?

8. What is the best way to apply for teaching positions in Alaska's public schools?

9. Where is Earlham College, and how many students are enrolled there?

10. How long is the Trans-Alaska Pipeline, and how much did it cost to build?

11. Approximately how many students are enrolled in the Northwest Arctic School District?

12. Where may I find a list of endangered wildlife?

13. Do you have a map which shows the locations of earthquakes and volcanoes in Europe?

14. What foreign consuls are located in Alaska?

15. Do you have any information on accommodations at Denali National Park?

16. What and where is Abu Dhabi? I heard it mentioned on the national news a few nights ago.

17. Do you have a chart or table which shows production and consumption of energy in the United States?

18. Do you have a map which shows worldwide energy production and consumption?

19. I'd like a map of Yellowstone National Park.

20. What is the value of Alaskan mineral production for the last 15 or 20 years?

21. Do you have a map of military installations in Alaska?

22. Approximately what percentage of operating funds for local Alaskan schools is provided by state government and what percentage by local government?

23. Do you have a street map of central San Francisco?

24. I'm looking for an explanation of the origin of billikins.

25. Do you have a brief biography of Dwight Eisenhower, including some information on his accomplishments as President? I don't have time to read an entire book.

PART THREE:

For each of the following questions, indicate (1) which type of reference book you would check first to find an answer--dictionary, encyclopedia, almanac, yearbook, atlas, biography, dictionary, handbook, index, standard catalog, bibliography, etc.; (2) explain why you would pick that type of reference source; and (3) if you believe you could answer the question using more than one type of reference source, indicate which other type or types you would use. You will be graded upon the explanation of your reasons for choosing these reference sources.

1. Where could you find the address of a business in Anchorage?

2. Where could you find how to pronounce a word?

3. Where could you find information about the history of mathematics along with identification of the contributions of major mathematicians?

4. Where could you find information about the Democratic Presidential candidate race since February?

5. Where could you find an explanation of how to conduct a meeting according to Parliamentary procedure?

6. Where could you find an overview and summary of the principles of "behaviorism" in psychology?

7. Where could you find maps of roads in Canada?

8. Where could you find a biography of Thomas Jefferson which was shorter than an entire book?

9. Where could you find recent facts on several foreign nations, including populations, commerce and industry, life expectancy, educational level, etc.?

10. Where could you find a table of weights and measures?

11. Where could you find a biography of Wayne Gretzky, the ice hockey star who plays with the Edmonton Oilers?

12. Where could you find a biography of Bill Egan, Alaska's first governor, who died in May?

13. Where could you find the address for a book publisher in the United States?

14. Where could you find pictures of flags of most of the nations of the world?

15. Where could you find a collection of famous quotations?

16. Where could you find pictures or drawings of various species of wildflowers in North America?

17. Where could you find information which shows the climate, including rainfall, in Australia and New Zealand?

18. Where could you find a list of books about Japan suitable for junior high school students?

19. Where could you find the meaning of "chiaroscuro," a term used about painting?

20. Where could you find a map or maps which show current African countries compared with their origins as colonies of other nations?

21. Where could you find a map which shows where wild pandas live in China?

22. Where could you find how many people voted in the last U.S. Presidential election?

23. Where could you find a recent analysis of world population growth?

24. Where could you find the publisher and price of the book by Barbara Tuchman, The March of Folly?

25. Where could you find a review of the same book, The March of Folly?

ANSWERS TO SELF-TEST NUMBER 1:

1.	F	11.	T	21.	F	31.	F	41.	T
2.	T	12.	T	22.	T	32.	T	42.	T
3.	T	13.	T	23.	F	33.	F	43.	T
4.	T	14.	T	24.	T	34.	T	44.	T
5.	T	15.	T	25.	T	35.	T	45.	T
6.	F	16.	T	26.	T	36.	T	46.	F
7.	T	17.	T	27.	T	37.	T	47.	T
8.	F	18.	T	28.	F	38.	T	48.	T
9.	F	19.	T	29.	F	39.	T	49.	T
10.	T	20.	F	30.	T	40.	F	50.	F

ANSWERS FOR SELF-TEST NUMBER 2:

1.	T	3.	T	5.	F	7.	T	9.	F
2.	T	4.	F	6.	T	8.	T	10.	T

UNIT III: SEARCH TECHNIQUES

CHECKLIST FOR UNIT III:

Check off each part of Learning Activity One as you complete it. All parts need to be completed before taking the Unit Test.

			DATE COMPLETED
Learning Activity One:	A _____	B _____	_____
	C _____		

LEARNING ACTIVITY ONE:

A. Read the following information about the importance of the reference interview and suggestions on how to conduct effective interviews.

REFERENCE INTERVIEWS

Providing effective reference service is a very important activity and responsibility in any library or community information center (CIC). It determines to a great extent the usefulness of the library or CIC to the community as a whole.

For many people the library or CIC is first and foremost a place to get information or help with a problem or question. Therefore, in order to provide quick and accurate reference service for people who come in or call for assistance, every library or CIC, regardless of size, should maintain the best possible reference collection. It is from its own resources, as well as through interlibrary loans, that a library is able to meet the information needs of its users.

A librarian or community information specialist (CIS) who is effective and successful in helping library users find what they need is able to make use of a well-developed knowledge or library resources throughout the library's collections. This knowledge must be coupled with a sensitivity in understanding people's needs as revealed through their questions. The librarian or CIS is the bridge between an expressed need and the information within the library's collections.

The experience of most librarians indicates that the majority of library users do not give very complete or precise statements or descriptions of the information they want. Therefore, after they ask their first question or state what they think they need, this question or statement usually needs to be clarified by the librarian or CIS. There are definite skills which a librarian can learn to help with this process of "question negotiation," also known as the reference interview.

As Robert S. Taylor stated, "Without doubt, the negotiation of reference questions is one of the most complex acts of human communication. In this act, one person tries to describe for another person not something he knows, but rather something he does not know."[1] This helps to explain why the library user's initial question or statement usually requires redefinition. There may be many reasons why a user is faced with describing something he does not know:

1. A user may only have a sense of a need or problem without any accompanying sense of what will satisfy that need or problem.

2. A user may not know what kind of information to expect from a library, or how libraries are organized.

3. A user may need information about a sensitive topic which he/she does not want to reveal fully.

4. A user may be doing an assignment which he/she does not fully understand, or may be gathering information for someone else.

Whenever a library user asks a question which is more complicated than an obvious directional question, there typically are some pieces of information which the librarian needs to discover in order to help that user. The following are some very important questions for a reference interview:

1. What is the subject of the question? If you are not already familiar with the topic, you need to gain a very clear understnding of exactly what the user wants to know. The question may need to be restated in terms which you understand quite clearly. Frequently, it helps to know which discipline the subject is part of; for example, that a question on hydraulics is part of engineering, or that a question on counseling techniques is part of psychology.

2. Why does the user want to know this information? What is the user's purpose? What will he/she do with this information? Does the library user need information or materials for a research paper or other written report, for a ten-minute speech, or for his/her own reading pleasure, etc.?

3. How much does the user already know about the subject? Is elementary or advanced material required? Is the library user a student seeking information for a class project? If so, what is the level of the course, or how old is the student? By knowing the answers to these questions, it may be possible to locate information which is introductory, average in difficulty, fairly technical, or highly technical.

4. Is the information needed in a particular format? In what form should it be: book, chart, map, film, encyclopedia article, periodical article, summary, analysis, etc.?

5. How much is wanted on the subject? Will a short encyclopedia article do? Is one introductory book enough? Or will a number of resources (articles, books, and/or nonprint materials) be needed to satisfy the request?

6. How current must the information be? Is only information that is less than two years old all that can be used? Or does it matter how old the material is?

7. How soon is the information needed? If the information is needed within one hour, you may have a very different situation than if the user can wait several days or weeks for an interlibrary loan request.

8. Where has the user already looked for information? Knowing this may save some repititious steps during the search, unless you have reason to believe the user didn't check some resources very thoroughly.

9. If you can't find exactly what the user thinks he/she needs, is there an acceptable approximate or partial answer? This is a question to be asked late in the search when you haven't been successful with what you have tried.

In conducting a reference interview with a library user to find out what he/she needs, the librarian should use questions rather than statements, and should listen, not talk, whenever possible. The librarian should encourage the user to do most of the talking and set the direction of the preliminary discussion.

According to Geraldine B. King,[2] librarians should ask "open" questions early during the reference interview, and the first three question categories above are natural areas for open questions. Open questions are those in which the library user is free to respond with many alternatives. Open questions encourage the user to keep talking and keep describing his/her needs and expectations, providing the librarian with lots of feedback. Open questions are general questions like:

Can you tell me more about this subject?

What kind of background do you have with this topic?

It may help me to know why you need this information. Would it be possible for you to tell me what purposes you have in mind?

With these kinds of open questions the librarian is attempting to find out more about the topic and also about the library user.

Librarians also need to ask closed questions in the later stages of the reference interview. Closed questions are those which can be answered by a "yes" or a "no," or by one of the alternatives implied in the question; for example:

Would an encyclopedia article provide you with enough of an overview of your topic?

Do you know when material on this topic was published?

Do you need recent information, or would something written 10-15 years ago be useful?

With these kinds of closed questions you are trying to learn about any limits to the topic or the situation, and you are trying to match the information requested with the way information is organized in libraries.

To help with most reference interviews, it is wise to develop good interpersonal skills as well as skills in asking questions. Just as you need feedback in gaining a clearer understanding of the requested information, it helps to reassure the user if you give him/her feedback, too. One way to do this is to paraphrase or repeat in your own words what the user has said. This will let him/her know that you understand the request. Or, if you don't understand the request, it will help him/her to tell you still more. Another way to give feedback is to explain what and why you are taking certain steps as the two of you look for the information together. For example, "I think there may have been some articles on your topic in recent magazines. Let's check this periodical index, and I'll explain to you how it can help us locate these articles."

Theodore P. Peck identifies three counseling methods and techniques which are also important for librarians to practice. They are empathy, attentive behavior, and content listening. Empathy is the ability to understand how others feel. "The librarian who can put himself in the place of the patron asking a question will be more tactful and patient with the patron's inability to express his needs exactly.[3] Attentive behavior indicates that the librarian is giving the user his/her undivided attention, and it helps the user feel that his/her request is important. Content listening requires the librarian to concentrate on what the user is saying, and to rephrase and repeat the content of the user's statements to confirm his/her understanding of them. It encourages better communication between the user and the librarian.

It is possible to send nonverbal cues which can attract or repel users, and a sensitive librarian should be aware of his/her own body language as well as the nonverbal cues of library users. Good eye contact, straight but relaxed posture, leaning forward when listening and talking, and not fidgeting when listening are a few cues which express your attention and concern to a library user, along with a smile. Normally it is important not to interrupt a user who is struggling for words, and you should treat all information requests with respect, courtesy, and confidentiality.

If you need to leave users before you are sure that their request has been satisfied, encourage them to let you know how they are doing before they leave, or let them know that you will check back with them.

Occasionally you may need to deal with "problem people." These may be people who are rude to you, who are too familiar, or who make you feel uncomfortable in some other way. You may be firm and professional with them without being discourteous; and you should analyze what it is about them that bothers you, so that youmay be comfortable in your reactions to them. It is possible to help someone effectively even though you may not like him/her.

B. Read the following information on identifying the information desired.

DEVELOPING A SEARCH STRATEGY

After you have gained a clear understanding of what the user needs, you must decide how to go about finding it. Actually, you may do both of these simultaneously in your mind as you become practiced in helping library users.

When searching for information, there are many different search strategies or sequence of steps which may be followed. One good standard strategy for gathering information is outlined below. This particular strategy probably is most relevant for users who are doing term papers or research papers for course assignments, or for advanced students who must survey the literature of a field to see what has been published.

1. Identify what key phrases and subject headings are used for a topic in reference sources and the library catalog.

2. Read an article in a general or special encyclopedia to introduce you to the scope of the topic.

3. Check for any bibliographies which have been done on the topic.

4. Check the library catalog for any books on the topic.

5. Check periodical indexes for any articles on the topic.

6. Check with a librarian for further suggestions.

For questions about people, places, and statistics you will need to find out very specific parameters in order to choose the best reference source to check. For a <u>biographical request</u>, you should determine as much of the following information as possible:

What is the person's nationality?

What is the person noted for?

Is the person dead or alive?

When did the person live?

Is an entire book needed, or will a paragraph or a few pages be sufficient?

For geographic questions you should determine as much of the following information as possible.

Is a map desired?

What is the location of the place--continent, country, state, etc.?

Is topographic or landform information required?

Is political boundary information required?

Is historic information required?

For statistical questions you should determine as much of the following information as possible.

For what geographic region are the statistics needed--state, national, worldwide?

How recent must the statistics be?

Are the statistics needed for just one year or for several years?

What government agency or private organization is likely to have compiled the statistics?

Librarians do need to exercise caution when dealing with legal or medical questions. Usually it is prudent to find information in these fields for library users, but not to attempt to interpret the information.

Occasionally you may be completely stumped by a question. If this happens, you may want to try these tactics. You may ask the user if he/she has any suggestions for finding the desired information. Or you may start with the library catalog to see if there are any books related to that topic, or to the discipline of which that topic is a part. Or you may call someone you know to see what he/she can suggest.

C. Locate Assignment No. 7 in the large manila envelope. For this assignment you are to describe the reference interview you would conduct with a library user in each of five different situations.

REFERENCES CITED

[1]Taylor, Robert S., "Question-negotiation and information seeking in libraries," College and Research Libraries, v. 29 (3), May 1968, 178-194.

[2]King, Geraldine B., "Open and closed questions: the reference interview," RQ, v. 12, Winter 1972, 157-160.

[3]Peck, Theodore P., "Counseling skills applied to reference services, RQ, v. 14, Spring 1975, 233-235.

UNIT IV: ACCESS TO RESOURCES

CHECKLIST FOR UNIT IV:

Check off the following activities as you complete them. Both need to be completed before taking the Unit Test.

		DATE COMPLETED
Learning Activity One:	A _____ B _____	_____
Learning Activity Two:	_____	_____

LEARNING ACTIVITY ONE:

A. Read the following information about "Access to Resources" on the local, state, and national levels.

ACCESS TO RESOURCES

Local Level:

There are many resources on the local level to help the reference librarian provide the answers to questions or supply the necessary data or materials a library user needs. Many of these resources are not located in any library or community information center. Some examples are: (a) local people; (b) native corporations; and (c) municipal officials.

When you consider local people as resources, you usually think of the older residents who have lived in the area all of their lives. They have been able to live through the many changes that occur in any area in anyone's lifetime. They can be virtual "fountains" of historical information and facts about the community in which they live. In order not to lose any of these valuable "human resources," local librarians will often tape record interviews with some of the elders or senior citizens in the community. In that way useful historical information can be recorded and stored for future use; it will not be lost for all time in the event of the death of any of these longtime residents.

As you develop your own contacts in a community, you also will learn who are the most knowledgeable people in many fields; for example, foreign languages, crafts, photography, hobbies, gardening,

etc. You may want to keep a list or file cards about local experts who can supplement the information in your community information center. Always check with these people to be sure they are willing to act as human resources for the community.

Native corporations and their nonprofit counterparts are another good local or regional source for information and resource materials. Many have small libraries or collections of materials relating to their activities or to issues of importance to Alaskans. Check with them to see just what materials they have and how much they are willing to share with the community at large.

Municipal and borough officials provide yet another source of information as well as potential access to resources which may not be available in any library or community information center. Remember that local schools will have libraries (or a collection similar to a library), as will many other specialized institutions; for example, hospitals, chambers of commerce, newspapers, community colleges, the clerk of courts, etc.

State Level:

On the state level there are a number of sources which supply information and resources which help librarians and community information specialists meet the reference and research needs of their users. One excellent resource is the network of Cooperative Extension Service offices throughout the state. They provide knowledgeable people as well as brief publications or pamphlets that deal with many areas of everyday life; for example, cooking, gardening, home repair, clothing choice for extreme weather, car maintenance, etc. Another excellent resource is the network of Legislative Information Offices which can keep you informed about the activities of the Alaska State Legislature.

One of the most valuable resources is the Alaska State Library. It not only provides useful library tools, such as the **Alaska Library Network (ALN) Catalog**, the **Alaska Union List of Serials (AULS)**, and the **Alaska State Library Film/Video Microfiche Catalogs**, but it also provides regional library coordinators to assist community information specialists in managing their libraries and to coordinate information and services on a regional basis. The regional library coordinators work from the Regional Library Centers at the Anchorage Municipal Library, the Fairbanks North Star Borough Library, and the Alaska State Library in Juneau.

In another module (Collection Management and Administration) of this course, we have discussed how the Alaska Library Network and the Alaska State Library facilitate interlibrary loans. In the same module, as well as in Unit II of this module, we have discussed the use of both the ALN and AULS catalogs. However, we will discuss again the **Alaska State Library Film/Video Catalog** in the next two paragraphs.

The **Alaska State Library Film/Video Microfiche Catalog** contains almost all titles of films that were formerly included in the hard copy catalogs of the Alaska State Film Library. It also contains references to all films and videocassettes added to the collections since the last edition of the hard copy catalog. Instructional television programs are not included; instead, they are listed in the **LearnAlaska Instructional Television Catalog.**

Like the ALN "fiche" catalog, the Film/Video catalog is a dictionary catalog of author, producer, distributor, title, and subject entries. And, like the ALN fiche catalog, the full cataloging entry is under the title entry. Other entries are of the abbreviated index type. The entries in this catalog can be used for reference purposes in the same manner that the entries from the ALN fiche catalog are used.

There are many state governmental agencies in Alaska which can provide useful information to librarians and community information specialists. Many state agencies conduct research and gather information on issues which they need to investigate. Some of the more prominent state agencies are the Department of Natural Resources, the Department of Community and Regional Affairs, the Department of Health and Social Services, the Department of Commerce and Economic Development, the Department of Education, the Department of Enironmental Conservation, and the Department of Fish and Game. Many of these departments have offices in Anchorage, Fairbanks, and other communities as well as in Juneau. Many of their publications are distributed widely and will be cataloged in the **ALN Catalog.** The **Alaska Blue Book** provides a good introduction to the responsibilities of all parts of the state government.

National Level:

On the national level, there are Federal governmental agencies, with titles and functions similar to the state agencies, except that they are nationwide in the scope of their operations and activities. A list of Federal offices in Alaska is provided in the **Alaska Blue Book**, and many publications from Federal government agencies are deposited in designated libraries. The Elmer E. Rasmuson Library at the University of Alaska, Fairbanks is a depository library for Federal publications.

One especially important government agency is the Library of Congress (LC). Its many activities on a national basis affect all libraries and community information centers to a certain extent, especially through the shared cataloging information it provides; which comes close to serving as a national catalog of U.S. book publications. LC provides useful information and services in the area of cataloging and acquisitions, but it also can meet some of the reference needs for community information specialists. However, because of the immense scope of its national responsibilities, long-distance reference requests made of LC may be answered quite slowly.

B. Read the following information about Interlibrary Loan.

INTERLIBRARY LOAN

Library users who want materials their library doesn't have can have their library borrow them from another library. The loaning of library materials by one library to another library is called Interlibrary Loan (ILL). Interlibrary loan is a service that facilitates the sharing of resources. It is a reciprocal service with libraries in Alaska and elsewhere, lending as well as borrowing. Interlibrary loan can also be used by people who live in a community without a library or who receive library service by mail. They may send their requests directly to their regional library.

In order to obtain a book or other library material through the interlibrary loan process, you must first find out what library has the item you want. If there are other libraries in your community, (for example, a school library or a public library) check with them to see if they own the requested item. To borrow books or periodical articles from libraries elsewhere, the first step is to look in the Alaska Library Network (ALN) Catalog for books or in the Alaska Union List of Serials (AULS) for periodicals and serials. If either of these sources provides a location for the needed item, send the interlibrary loan request directly to that library. If no "known location" can be identified, send the request to the Resource Library in your region, and they will find a source for the request.

When you prepare an interlibrary loan request, it is important to get as complete a citation as possible for a known publication. If available, it can be useful to include a copy of the bibliographic information from the library user which indicates that the item exists. If the request is for material about a subject, not for a known publication, you must conduct a thorough reference interview in order to provide a good description of the user's information need for the librarian or librarians who eventually will fill the request.

More detailed information about interlibrary loan procedures is provided in another module (Collection Management and Administration) of this course.

Many larger libraries have tools in their collection that help them locate books, periodicals, or other materials in other libraries or information centers. Two important types of tools which assist with this location process are union lists and published catalogs from other libraries.

Union Lists

As the word "union" implies, a union list is a catalog which identifies books, periodicals, or other materials which are located in any of several libraries. In other words, a union list is a combined catalog of several libraries. The Alaska Union List of Serials (AULS), the Alaska Library Network (ALN) Catalog, and the database of the Washington Library Network (WLN) are three examples of union lists. An additional union list which is very useful and extremely

lengthly is the **National Union Catalog**, which lists catalog information from several hundred libraries throughout the United States, including the Library of Congress.

Traditionally, union lists have been printed in book format, but now most are compiled by computer. In fact, some union lists exist only in the form of a computer database. A union list may be extensive, including all types of materials on all subjects from many libraries, or it may be limited to a specific type of material and include only a few libraries.

Catalogs of Other Libraries

Some libraries have published catalogs which indicate important, specialized collections of materials which they own. Two examples are the library catalog of the Scott Polar Research Institute and the Peabody Museum Library at Harvard University. These are very useful for identifying and locating rare or specialized materials.

LEARNING ACTIVITY TWO:

Read the following information:

LIBRARY SYSTEMS AND NETWORKS

Libraries form networks primarily to achieve better sharing of resources and to provide their users with greater access to materials and information. Some networks are only used for information retrieval, while others are used for input and modification of data as well as for retrieval.

Systems may consist of libraries of one type in a certain geographical area (for example, the King County, Washington, Public Library System), while networks may involve libraries of many different types and cover a much larger geographic area--such as a state or region. At the present time, there are no nationwide networks, although some of the larger networks are aiming to be national in scope.

Networks provide a formal organization for the cooperative efforts required, if libraries are to meet the needs of their usersin a cost effective manner. As mentioned in another module, no library can afford to buy everything that is published or have everything in its collection that might be requested by any of its users. Only through resource sharing can all pertinent information be available to a library user who needs it.

In larger libraries (especially the major research libraries) not to acquire materials of potential value has been a difficult choice for the librarians. However, librarians in the smaller libraries and community information centers are used to making this choice and have relied upon interlibrary loan as an important part of their service to users.

Implementation of networks for effective resource sharing requires new organizational structures, new patterns of communication, a new dimension of compatibility in library procedures and computer systems, and most important of all, a new concern for a standard bibliographic record which is the essential common language of library networks.

Historically, the beginnings of library networks go back more than 100 years to the founding of the American Library Association (ALA) in 1876 and to the increasing national activities of the Library of Congress (LC) at that time. In 1901, the Library of Congress initiated its catalog card production and distribution service, and during the next fifty years librarians developed the bibliographic controls necessary to allow sharing of data among the libraries. Although loosely structured, a library network did exist at that time, with the LC book catalog and the National Union Catalog (NUC) as supporting tools and a standardized interlibrary loan process facilitating the exchange of materials.

True library networking really began with cooperative cataloging. Ever since the founding of ALA in 1876, a major motive of library cooperation was the idea that together librarians could save time, effort, and money by sharing their cataloging information.

Other cooperative efforts included acquisitions and collection development as well as cataloging. A number of nationwide cooperative acquisitions programs were initiated in the 1940s, 1950s, and 1960s. Also, in the 1960s, some libraries were combined into regional and local associations to cooperate on purchasing periodical subscriptions and expensive items and to streamline the interlibrary loan process. Other cooperative projects, designed to reduce costs for the individual libraries involved, have included state and regional cataloging and processing centers and centers for the storage of little-used materials.

Interlibrary loan has been an important ingredient of all of these cooperative projects involving libraries. Interlibrary loan continues to play a significant role in the development of the newer computerized library networks.

It has been said that the growth of computerized library networks "may be the most startling development in libraries in the past 100 years." It has changed the ways libraries operate and allocate resources. Among other things, these networks have had a very noticeable impact on the whole interlibrary loan process. Today more and more print and nonprint materials are being published and produced; but, because of restrictive budgets and inflation, libraries and community information centers purchase less and less of what they feel they need. It is here that networks are useful, for they provide a system of information that is able to identify the materials that have been published and produced and which libraries have them in their collections. Of course, this increases the number of interlibrary loans that take place between libraries, resulting in more staff time and effort being expended for ILL service, especially by the libraries with the larger collections of materials.

Today, there are four well-known computerized library networks, all established to meet local, state, or regional needs, but which have developed more or less into national networks. The oldest of these is OCLC (the Online Computer Library Center) based in Columbus, Ohio, which was originally planned to help small colleges in Ohio become more efficient in cataloging through the use of MARC machine-readable cataloging data produced by the Library of Congress. Developed in 1965, OCLC went online in 1971. By the following year (1972) many libraries outside of Ohio wanted to get into the system, and as a result, it has become a national--and even international--organization.

Besides OCLC, the other computerized bibliographical networks which have developed into regional or national networks include RLIN, WLN, and UTLAS.

RLIN (Research Library Information Network) is an outgrowth of RLG (Research Libraries Group). The latter was established by Columbia, Harvard, and Yale Universities and the New York Public Library for the purpose of developing a computer-based processing system which could meet the peculiar needs of major research libraries. In 1978, Stanford University became a member, and with Stanford came its computer system called BALLOTS. A flexible system with access to a large bibliographic data base, BALLOTS became the basis for the Research Library Information Network (RLIN). By 1982, RLIN had thirty-seven members in two categories of membership and at least twenty user libraries.

The Washington Library Network (WLN) began as a processing service for eight public libraries, one college library and the Washington State Library. WLN received funding by the state legislature in 1976, which considerably strengthened the program. The network now has over 100 members and has been self-supporting since 1979. It offers shared cataloging information, an online subsystem for placing book orders and keeping acquisition accounts, and is developing another subsystem to transmit interlibrary loan requests.

UTLAS (the University of Toronto Library Automation System) began its operation in the 1960s. It has no member libraries, but instead sells services to any buyer on the basis of connect time or the products received. Among the services provided by UTLAS are the following: (a) online catalog data; (b) offline products such as COM catalogs; and (c) a sophisticated minicomputer inventory control system, suitable for circulation and searching purposes.

Each of these four "networks" has its own advantagesand disadvantages (or problems). Librarians have complained about experiencing "down time" in using the systems, about errors in the data base, and about slow development of new and improved programs. These things have caused member libraries frustration and expense. However, in spite of these problems, the services provided by the networks have become essential to most libraries.

Advantages of Library Networks

Networks are able to provide the following advantages to libraries:

1. A formal organization of libraries for the purpose of resource sharing.

2. Expanded services and/or extended service to more users without increasing staff or other costs proportionately.

3. Access to many forms of materials wherever they may be.

4. Shared developmental costs of new technology too costly for individual libraries to bear.

5. A mechanism for standardizing records and procedures for effective sharing of resources and systems development.

Some of the services that are possible through networks include the following:

1. Expanded access to materials. This can be accomplished through agreements to make materials available on a reciprocal basis that is less restrictive than the interlibrary loan code, and through provision of bibliographic and holdings information for member libraries.

2. Cooperative acquisition and collection development programs. Planned sharing or responsibility for acquiring materials may be among the most cost effective of all network services.

3. Cooperative ordering, catalog production, and processing services. Almost any mix of cooperative services that fits the needs and wants of the member libraries may be organized. However, the services desired need careful planning in relation to use inthe individual libraries.

4. Access to bibliographic data bases of larger libraries in the network. This can be very useful as a source of identifying references, for interlibrary loan requests, for ordering, cataloging, etc. This access may be via online terminals or via some product, such as printed or microform catalogs.

5. Access to information services. These services may be available directly via online terminals, through some intermediary library, or on magnetic tape with or without programs for network processing.

Networks will continue to become more and more important to librarians and community information specialists, because of the need to share bibliographic information and collection resources. Most libraries and other information centers simply are not financially able to purchase all of the resources required to meet the needs of their users. In times of restrictive budgets, interlibrary

cooperation and the sharing of resources seem to be the prudent way to go. In the future it is anticipated that libraries and other information centers will continue to cooperate with one another in more and more effective ways. If legislation on the national level does not make available a national information system to fill the needs of libraries, librarians and community information specialists will form what they need through various associations. One thing seems certain; more and more sharing of information and resources will need to take place, if the needs of all library users are to be met.

TEST FOR UNIT IV:

Please answer the following questions on separate paper. Mail the answers to your instructor. Remember to put your name on each sheet of paper you use.

1. List and describe two types of information resources at the local level, two types of information resources at the state level, and two types of information resources at the national level.

2. Explain what interlibrary loan is and how it benefits library users.

3. Explain the steps you should take in making an interlibrary loan request for material not found in your community information center.

4. List three major regional or national library networks.

5. List three services which may be provided by library networks.

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Written by: Rheba Dupras
Boyd M. Bolvin, Ph.D.

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10506 Wauna Street S.W.
Tacoma, Washington 98498
(206) 582-5838/383-2260